DOCUMENT RESUME

ED 291 244 FL 017 172

AUTHOR McFerren, Margaret
TITLE Certification of Language Educators in the United States. Educational Report Series.
INSTITUTION California Univ., Los Angeles. Center for Language Education and Research.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO ER11
PUB DATE 88
CONTRACT 400-85-1010
NOTE 87p.
PUB TYPE Information Analyses (070)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Bibliographies; Bilingual Education; Educational Trends; *English (Second Language); *Language Teachers; National Surveys; Second Language Instruction; *Teacher Certification; *Teacher Education; *Teacher Qualifications; Trend Analysis

ABSTRACT

Requirements for the certification of teachers of English as a second language, bilingual education, and foreign languages are examined in the context of the general national emphasis on reevaluating teacher education and certification programs and procedures in the United States. The report includes: (1) information on terms commonly used in reference to certification, the various certification models, recent trends and themes in teacher certification (notably, alternative certification and testing), and trends in teacher education; (2) state-by-state summaries of language teacher certification procedures; and (3) a chart showing specific key certification information for each state. A bibliography is also included. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EDUCATIONAL REPORT SERIES

ED291244

CERTIFICATION OF LANGUAGE EDUCATORS IN THE UNITED STATES

Margaret McFerren

Center for Applied Linguistics

ER11

CLEAR

CENTER FOR LANGUAGE EDUCATION AND RESEARCH

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

GRT

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL017172

University of California, Los Angeles

CERTIFICATION OF LANGUAGE EDUCATORS

IN THE UNITED STATES

Margaret McFerren

Center for Applied Linguistics

ER11

with
Concepción M. Valadez, University of California, Los Angeles
JoAnn Crandall, Center for Applied Linguistics
Rosa Salas Palomo, University of California, Los Angeles
Clementina Patiño-Gregoire, University of California, Los Angeles

The project presented, or reported herein, was performed pursuant to a contract from the Office of Educational Research and Improvement/Department of Education (OERI/ED) for the Center for Language Education and Research (CLEAR). However, the opinions expressed herein do not necessarily reflect the position or policy of the OERI/ED and no official endorsement by the OERI/ED should be inferred.

FL017172

Center for Language Education and Research
University of California, Los Angeles
1988

Center for Language Education and Research

The Center for Language Education and Research (CLEAR) is funded by the Office of Educational Research and Improvement (OERI) to carry out a set of research and professional development activities relevant to the education of limited English proficient students and foreign language students. Located at the University of California, Los Angeles, CLEAR also has branches at the Center for Applied Linguistics in Washington, D.C., Yale University, Harvard University, and the University of California, Santa Barbara.

CLEAR believes that working toward a language-competent society should be among our nation's highest educational priorities. Thus, CLEAR is committed to assisting both non-native and native speakers of English to develop a high degree of academic proficiency in understanding, speaking, reading, and writing in English and a second or native language. To work toward this goal, CLEAR has united researchers from education, linguistics, psychology, anthropology, and sociology with practitioners, parents, and community agencies.

A coordinated set of research, instructional improvement, community involvement, and dissemination activities are oriented around three major themes: (a) improving the English proficiency and academic content knowledge of language minority students; (b) strengthening second language capacities through improved teaching and learning of foreign languages; and (c) improving research and practice in educational programs that jointly meet the needs of language minority and majority students.

The CLEAR Educational Report Series is designed for practitioners and laypersons interested in issues in second language education and foreign language teaching and research.

OERI Contract #400-85-1010

For further information contact:

Amado M. Padilla, Director
Center for Language Education and Research
1100 Glendon Avenue, Suite #1740
Los Angeles, CA 90024

Table of Contents

Abstract	.....	2
Part I:	Certification of Language Educators in the United States ..	3
	Methodology	4
	Definition of Terms	4
	Models of Certification	6
	Trends in Teacher Certification	8
	Summary of General Trends in Teacher Education	19
Part II:	State by State Summaries of Requirements for the Certification of Teachers of Foreign Languages, ESL, and Bilingual Education	21
Part III:	Certification Procedures by State: Summary Table	59
Bibliography of Publications on Certification and Teacher Education in the United States		68

Abstract

Requirements for the certification of teachers of ESL, bilingual education, and foreign languages are examined in the context of a general national emphasis on reevaluating the programs and procedures that prepare and certify teachers in the United States. The many terms used in a discussion of models of certification are examined, along with trends in certification in general and as they apply to language program teachers in particular. Special emphasis is given to the renewed importance of testing general knowledge, pedagogical knowledge, and language specialty area competence (both oral and written), including identification and discussion of the assessment instruments used in states where testing has been instituted. Descriptions of certification regulations in each state include the discussion of changes currently under development or projected for the future.

PART I: CERTIFICATION OF LANGUAGE EDUCATORS IN THE UNITED STATES

The last two decades have seen a flurry of activity in the reevaluation of programs and procedures which prepare and certify teachers in the United States. This reassessment is due principally to two factors: disillusionment from students and faculty of teacher preparation programs with the conventional teacher education programs in which individuals qualified for state certification simply on the basis of having completed a requisite number of theoretical courses, and widespread public dissatisfaction with education accompanied by a call for improved overall student performance through "better" teachers.

Language teacher education programs--those which prepare teachers of foreign languages, English as a second language (ESL) and bilingual education--have not been exempt from this overall evaluative process. Moreover, the renewed emphasis on the importance of foreign language learning, coupled with increasing enrollments and a steady influx of limited-English-proficient (LEP) students, are creating an urgent need for language educators not only with higher levels of language proficiency, but with greater technical competence in teaching at all grade levels, and in many different teaching contexts.

The responsibility for staffing schools with able and competent educators ultimately rests with state boards of education and the procedures for teacher certification which they adopt. States are responding to the needs of schools and to the general demand for better educators in a number of ways. The purpose of this report is to investigate and document the varying certification procedures, with regard to basic and professional skills on the one hand, and three areas of specialization on the other: foreign languages, ESL, and bilingual education.

The first part of the report includes information on terms commonly used in reference to certification, the various models of certification, recent

trends and themes in teacher certification (notably, alternative certification, and testing), and trends in teacher education. Part II is a collection of state-by-state summaries of certification procedures for language educators. Part III, the Summary Table, includes specific key certification information for each state in tabular form.

Methodology

The information to be reported has been collected using a three-pronged approach:

1. A review of the literature on teacher certification and teacher education for certification (represented in the bibliography which accompanies this report).

2. Collection of state certification documents, including copies of relevant state legislation, official announcements of state hearings on the subject of certification, and interoffice documents which outline changes in certification pending or under consideration.

3. Follow-up telephone interviews with state certification officials; foreign language, ESL, and bilingual education specialists within state education agencies; and college/university language teacher educators. The purpose of these interviews was to clarify the meaning of the certification procedures as presented in the official documents, and to solicit information on future directions which could not be found elsewhere in written documents. All individuals contacted are listed in Part II, State-by-State Summaries of Certification Requirements, following each state summary statement.

Definition of Terms

A review of state certification documents reveals a plethora of terms and concepts requiring definition. Certification, certificate, endorsement, add-on endorsement, alternative and emergency certification, and recertification are

all terms used simultaneously by states, but often defined locally, such that the same terms often have quite different meanings across the various states. For the purpose of this report, the following definitions have been adopted:

Certification is the process whereby a state grants an individual the right to teach a particular specialty area at a certain grade level, or in a particular teaching context. Most states issue elementary, secondary or K-12 certification, in addition to subject matter specialization certification. Thus, we might refer to an individual having certification to teach French, for example, at the secondary level. Requirements usually consist of a general education component, or a minimum number of course credits distributed among the humanities, mathematics and natural or social sciences; a professional education component, or coursework in clinical and field-based experiences designed for teaching specified grades; and a content or specialty area component, referring to a minimum number of credit hours in the area of specialization for which certification is sought.

Certificate is defined in this report simply as the overall document granting an individual the right to teach in a particular teaching context. Using the example cited above, an individual might have certification to teach French on a secondary, or elementary, or even K-12 certificate. Certificates are provisional (requiring supervised classroom teaching, and/or additional coursework to be made standard), standard (renewable over an established period of time), emergency or alternative.

Emergency certification is the practice of issuing certificates to individuals who are employed to teach but who have not fulfilled all the requirements of a regular teaching certificate. An emergency certificate implies that the individual must complete the prescribed coursework necessary for the issuance of a standard certificate. In some states, emergency certification is obtained

under agreement for employment with specific school districts. The certificate is usually not valid in other districts.

Alternative certification is the practice of granting certificates to individuals with subject area expertise and college degrees, but who have not completed programs in teacher education. This is not an emergency certificate, and does not require that the holder complete substantial extra coursework. It is expected that teacher competencies will be developed through inservice programs.

Recertification is the process whereby standard certificates are renewed every so many years, depending on state policy, and with a minimum course credit requirement, generally achieved through participation in staff development activities.

Endorsement refers to state recognition of the right of an individual to teach a certain specialty area, where that individual has certification to teach in another specialty area as a prerequisite. Thus, endorsement in ESL or bilingual education, for example, might mean that the individual already possesses certification to teach math, social sciences, or a foreign language. (Add-on endorsement is often used in the same way as endorsement, however, generally the term is not used in this report.)

Models of Certification

While there are significant differences in the procedures for certifying teachers across the 50 states and the District of Columbia, there are basically two models of certification: the earned credit, or transcript evaluation, and the approved program model. Depending on the model chosen, the state establishes procedures, in conjunction with teacher preparation institutions, which lay the groundwork for the eventual certification of prospective teachers.

According to the earned credit model, the state designates a minimum number of course credit requirements which need to be satisfied before the applicant will be considered for certification. The state reviews the transcripts of applicants, and in most cases, issues certification instantly. This model of certification is used by 16 states and the District of Columbia (refer to Summary Table, Part III). Six of these states only evaluate transcripts in special cases or in particular fields. Two of the most compelling arguments against the use of the earned credit model are (1) that the state has little control over the quality of teacher education programs, and (2) that the state has little control over the quality of teachers issuing from these programs.

The approved programs model of certification is often one through which the state (or some other body whose guidelines have been adopted by the state) prepares a list of standards for general, professional, and specialty area teacher training. Four types of approved programs for certification may be identified.

Program approval may be based on certain general teacher education standards such as those prepared by the National Council on Accreditation of Teacher Education (NCATE) or the National Association of State Directors of Teacher Education and Certification (NASDTEC). Such program approval has nothing to do with teacher competencies in general or specialty areas, and is in fact a kind of institutional accreditation.

A second type of approved programs is one in which the state, in conjunction with teacher education professionals or professional societies, prepares a set of standards for teacher education in general and for specialty areas.

A third type of approved programs is based on teacher competency statements. The state, again with the help of state teacher education professionals, prepares a set of competency statements which outline what a teacher of a given subject in a certain teaching context should know and be able to do, and then approves those programs designed to develop such competencies in their students.

The nature of this model makes testing in some form mandatory, whether by the teacher preparation institution or by the state.

The fourth type of approved programs, and the one which gives the state the greatest amount of control over teacher preparation in general, is that in which the state issues both a set of teacher competencies, as well as a set of guidelines for developing programs which will bring the prospective teachers to such levels of competence. In many states where such guidelines are issued, however, colleges and universities have the freedom to interpret the guidelines.

In any of the above types of approved programs, state policy may mandate the testing of prospective teachers by the teacher preparation institution, or the states may test applicants for certification themselves. (Regardless of state testing policies, however, many teacher preparation institutions have their own testing procedures.) In any case, the teacher preparation institution must recommend its graduates to the state for certification, at which point the certification process begins. In states without a testing component, certification is issued on the basis of completion of an approved program alone.

Trends in Teacher Certification

The earned credit model of certification most often means an immediate grant of certification on the basis of completion of required coursework. The abandonment of this model over the last twenty years is the first trend of note in teacher certification. At the same time, the adoption of the approved programs model has provided the framework in many states for a number of notable additions to and refinements of the teacher certification process, such as requiring certification or endorsement for <u>all</u> subject matter areas to be taught in the classroom; alternative certification; the abolition of lifetime certification; and testing and inservice assessment of teacher competence for certification, or recertification. These and other trends are detailed below.

Subject Matter Certification or Endorsement

Certification procedures in the past very often focused on teaching context (elementary, secondary, K-12), neglecting specialty areas. This policy has been almost entirely reversed. This change in certification procedures is especially noteworthy in foreign languages, ESL and bilingual education. The granting of certification or endorsement for foreign languages, for example, often lagged behind certification in other areas, such as science and mathematics. This is because foreign languages were not considered an important part of the curricula of most schools, and the two foreign language courses required as part of the general education component of teacher education programs were thought to be sufficient to teach a foreign language at any level for which the teacher was certified. In 1987, all states and the District of Columbia have either full certification or endorsements in foreign languages.

Bilingual Education and ESL Certification or Endorsement

The certification or endorsement of teachers of ESL and bilingual education has become a necessity as a result of the increase of limited-English-proficient students (LEPs) in our schools in the last ten years. States responded to the needs in this area with legislation for long-term policies, as well as with emergency measures for certification.

With regard to legislation, states either mandate, permit, prohibit, or have no statute with special provisions in the schools for LEPs. If the state mandates special education programs for LEPs, certification or endorsement in bilingual education or ESL is required to teach in such programs in the schools, but only if the state has a system of certification in place for those areas. If the state has no statute for bilingual education and ESL, the state cannot require that teachers in those areas have certification or endorsement to teach in such programs, even if the state offers certification or endorsement in those areas. In such cases, the local school districts decide if their teachers must

have certification or endorsement in order to teach in their programs. If the state prohibits special education programs for LEPs, no provisions may be made for LEPs in the state's schools.

Emergency certification has been an integral part of state provisions for LEP programs for several years and continues in some states, with the result that some school districts may accept teachers for their LEP programs who are not certified in teacher education but who have a college degree and, in addition, some background or experience teaching in bilingual programs or ESL, or the requisite second language ability. Teachers granted emergency certification have been required to eventually acquire full certification, which means that they have to complete a regular teacher education program in order to stay employed in state school districts.

At present, 33 states and the District of Columbia offer certification or endorsement in ESL, and legislation is pending in two states to adopt either certification or endorsement.

In the area of bilingual education, 28 states and the District of Columbia now have some kind of certification or endorsement. One state, Florida, plans to abolish its endorsement for bilingual education in favor of full certification in ESL.

Certificate of Competence and "Waiver" System

The most common way the states have responded to the need for bilingual teachers has been to develop the skills of the already credentialed teaching force. Every state with mandated bilingual and ESL requirements has provisions for its teachers to update their teaching competencies for the LEP and NEP students. Further, the credentialing agencies have developed procedures for assessing competency, knowledge, and skills of previously certified teachers and granting them a bilingual endorsement, sometimes called a bilingual certificate of competence. This certificate is granted upon receiving a passing score on

state-authorized assessment measures. The tests, which can be taken separately, generally consist of three separate parts: 1) target language competence, 2) bilingual and ESL methodology, and 3) target culture knowledge.

Recognizing that many teachers need time to develop the skills and knowledge required to pass the above tests, teachers already in the classrooms who agree to work towards the bilingual certification can be issued a bilingual waiver certificate. This certificate, valid for a specific period of time, generally five to six years, permits the teacher to remain as the designated teacher of a classroom which by law should be providing bilingual instruction. Further, while the teacher is on "waiver," a bilingual paraprofessional is frequently assigned to help with the instructional program. In some instances, several teachers may share one instructional aide, therefore a single classroom may have this support only two or three hours a day.

Alternative Certification

Alternative certification, or granting teaching certificates on the basis of subject area expertise and a college degree without teacher education preparation, is being actively explored by many states, notably in the areas of foreign languages, and to some extent, bilingual education and ESL. Most states have now adopted regulations for foreign language teaching in elementary and secondary schools, but the pool of potential foreign language teachers has not kept pace with such legislative changes. Only six states--Florida, New Jersey, Oregon, South Dakota, Texas and Virginia--now have alternative certification in the area of foreign languages, but the immediacy of local school needs is expected to compel many more states to look at the option of alternative certification by 1988. Regulations for alternative certification for ESL and bilingual education are under development in New Jersey and California. Teacher education professionals are opposed to this trend, urging instead the reverse

option: that trained teachers with minimal language competency receive emergency, intensive language instruction to meet the need.

Abolition of Lifetime Certification

Care which has been taken in fine-tuning state certification procedures to produce more well-trained teachers in general has been reflected in the duration of validity of certificates. Lifetime certification, once common to all states' certification procedures, has completely disappeared. States now grant provisional certificates, good for anywhere from one to five years, which must be converted to standard certificates with completion of additional coursework and favorable ratings on classroom observations. Regular certificates, once issued, must be updated every so many years (renewal periods range in length from two to ten years) with completion of a minimum number of course hours, a process known as recertification.

Recertification plans, such as the Career Ladder Plan in Tennessee and the Master Teacher Plan in Florida, are now being considered by many states as an added means of controlling overall teacher quality. Such plans promote staff development among teachers and administer rewards with substantial pay supplements to those teachers evaluated as outstanding and who accept additional responsibilities within the school systems. In Tennessee, current teachers have the option of entering the Career Ladder Plan or staying under the present ten-year recertification procedure. New teachers will be required to enter the career-teacher programs.

Credentialing by School Districts

One trend which has been gaining momentum is the credentialing of teacher trainees by school districts. In California, some school districts are authorized to develop and implement a professional development plan leading to the credentialing of its trainees upon completion of two years of service.

The training program for trainees includes attending pre-service orientation and regularly scheduled classes, working cooperatively with assigned mentor teachers, as well as fulfilling academic (class) responsibilities. Training includes "hands on" local site classroom and demonstration training provided by mentors and inservice workshops. The teacher trainee and the mentor work cooperatively. The principal, however, continues to have primary responsibility for evaluating the trainee.

An example is the training program offered by the Los Angeles Unified School District, which includes four semesters (288 hours) of coursework in the following areas:

1. Teaching and Learning Process (psychological aspects such as understanding how learning occurs; classroom and behavior management; and assisting, diagnosing, and reporting achievement; and instructional process considerations such as effective instructional techniques; teaching of reading in content fields; and curriculum development, alignment, and instruction practices).

2. Practice in Teaching Skills.

3. Planning the Instructional Environment (working with aides, parents, and the community; orientation to the district; and multicultural education).

In addition to the completion of coursework, trainees must fulfill the two-year teaching commitment with satisfactory evaluations.

While there are basically two models of teacher certification discussed earlier in this report, the credentialing of teacher trainees by school districts holds great promise inasmuch as it fills the gap between the training provided by institutions of higher education and the classroom. The salient characteristics of this trend in teacher credentialing are the following:

Provision of companionship. The mentor-teacher component of the district's training program results in interchange with an experienced teacher during the

difficult early days of teaching. The coaching relationship provides mutual reflection and informal thinking through mutual problems.

Provision of technical feedback. In the course of training, participants provide feedback to one another. This enables teacher trainees to perfect instructional skills and problem-solving strategies. While the mentor models instructional techniques, the trainee has the opportunity to see how and when the technique is implemented and to assess the students' reactions.

Adaptation to the students. Successful teaching requires successful student response. Adaptation to students is a relatively difficult process requiring direct assistance and exchange. One of the main functions of the mentor is to assist the trainee to infer student reactions and to make decisions on how to adapt teaching strategies to maximize student learning.

Facilitation. The successful use of a teaching method requires practice. Beginning teachers are not likely to be performing at an optimal level. Thus, a major job of the mentor is to help trainees feel good about themselves during their initial teaching encounters.

Testing

Testing of teacher competence may be traced to colonial times. Various forms of teacher testing were commonplace until the early 20th century, when a major educational reform movement succeeded in abolishing teacher testing in favor of appropriate and improved teacher preparation. Testing has resurfaced, however, and remains the single most important and most controversial issue in teacher certification today.

Testing has been judged necessary not only to improve the quality of teacher education and teachers exiting from such programs, but in order to engender public support for reforms that will improve the professional status and salaries of teachers, and thus, it is argued, attract and retain the most able individuals.

Opponents of testing, however, have raised several important issues with regard to standardized testing, notably (1) the difficulty of establishing criteria for determining passing scores; (2) the danger of using pass-fail scores as the only criteria for teacher certification and hiring; (3) the possible unfairness of standardized skill testing for the handicapped; (4) the danger that state and local differences or priorities and effective teacher skills may not be identified and assessed; and (5) the fact that tests in some cases may be culturally or linguistically biased against minorities.

Testing is presently occurring at three points in a teacher's career: upon entrance to the teacher preparation program, upon exiting teacher education, and as a part of inservice training. Testing for certificate renewal or recertification is being considered by several states, but few have as yet instituted the procedure. Testing may include the assessment of basic skills (reading comprehension, mathematics, and writing), professional skills (pedagogical knowledge), and specialty areas.

Testing individuals upon entrance to teacher preparation programs is a relatively new phenomenon as well. Nearly half the states have some kind of admissions testing procedures, and many of them use the Pre-Professional Skills Test (PPST) developed by Educational Testing Service (ETS). The PPST assesses only basic skills and is designed to discourage from the outset those prospective teachers who might fail a certification examination upon completion of a teacher preparation program. A regulation to expand university entrance examinations to include assessment of teaching aptitude is pending in Nevada. New certification regulations in Ohio (effective July, 1987) include an entrance examination (the PPST), and Minnesota plans to require the PPST by 1988. In many states where all certification areas are up for review, officials will be exploring the desirability of instituting an entrance exam requirement.

Exit examinations are those which are administered either by the teacher preparation institution, a state credentialing board, or a testing organization such as ETS. More than half of the states and the District of Columbia require some kind of exit examination. The most commonly required examination is ETS's National Teacher Examination (NTE). The NTE is composed of a core battery which tests communicative skills, basic skills, and professional skills and of specialty area tests. In the area of foreign languages, tests have been developed as part of the NTE for Spanish, German and French. To date, ETS has not developed tests for the areas of bilingual education or ESL.

States pick and choose among the components of the NTE to form their various testing requirements. For example, the fullest use of the NTE would require applicants for certification to take the core battery and the specialty area test. Some states require only the core battery, or only the basic, communicative, and/or professional skills components, without the specialty area exam.

Another alternative for exit testing is for states to develop their own tests, alone, or in conjunction with a national testing organization, or with another state which has developed its own test. Seven states to date are using tests developed in this way.

The final alternative for exit testing is for a state to require a testing component as part of the approved teacher preparation program. In these cases, the teacher preparation institution administers basic and/or professional skills and specialty area examinations. Very often the institutions are given the freedom to choose the testing instruments to be used. Teacher candidates are recommended to the state for initial certification based on successful completion of the tests. This type of assessment should not be confused, however, with academic testing required by colleges or universities for graduation.

Many teacher preparation institutions have their own testing regulations independent of state certification requirements.

The third point where teachers are assessed is during the inservice teaching experience. Inservice competency assessment is based on the assumption that graduates of teacher preparation institutions are not qualified practitioners of the teaching profession until they have satisfactorily completed at least a two-year residency in the schools. Six states (Florida, Georgia, North Carolina, Oklahoma, South Carolina, and Virginia) presently conduct inservice assessment of applicants for standard certification. The District of Columbia is involved in a pilot inservice assessment program and Arizona has regulations for inservice assessment under development. While program design differs across states, the intent is the same: to base the granting of a standard certificate on state-controlled inservice observation of a teacher's basic and professional skills, and optionally, the teacher's skill in the area of specialization. The states administer exit exams in order to grant provisional certificates, and the provisional certificates are not made renewable standard certificates without successful completion of the inservice assessment.

Language Proficiency Testing for Foreign Language Teachers

The most provocative issue to arise out of the testing movement with regard to prospective foreign language teachers is the notion that any assessment of the professional skills of a language teacher which does not include an assessment of written, aural, and oral target language competence is meaningless. To date, 14 states require written examination of foreign language skills. These states (Arkansas, Hawaii, Indiana, Kentucky, Louisiana, Maryland, Mississippi, New Jersey, New Mexico, North Carolina, South Carolina, South Dakota, Tennessee, and Virginia) require the foreign language specialty area tests which are part of the NTE. (Other languages are not tested, unless the particular state has developed special tests to do so.) Other states (Alabama, Georgia,

Massachusetts, Oklahoma, and West Virginia) have developed their own tests for written language competence assessment, and South Carolina has developed its own teaching area exam for Latin and German (while using the NTE exams for Spanish and French).

Principally three general instruments exist for the assessment of oral language competence for foreign language teachers. The first is the MLA/ETS Foreign Language Proficiency Tests for Teachers and Students developed in the early 1960s. No state requires the passage of the MLA test, although Minnesota regulations (now in the process of revision) suggest it for use as a rating system by teacher preparation institutions. Also, Virginia still uses the written component of the test to assess the foreign language competence of applicants for foreign language certification who have gained expertise through non-academic means. The second commonly used instrument is the Interagency Language Roundtable (ILR) Language Proficiency Interview, which rates language proficiency in reading and speaking on a scale of 0-5. The third instrument is the ACTFL/ETS Oral Language Proficiency Interview, which is an adaptation of the ILR oral interview to academic situations.

Language Proficiency Testing for Bilingual Education Certificate

Given that the target language is used as a medium of instruction in bilingual programs, language proficiency assessment is essential in any bilingual education certification. Knowledge and skill are assessed of the four basic language modalities: reading, writing, aural, and oral.

Since the bilingual teacher uses the target language for different purposes than the foreign language teacher, tests developed for foreign language teachers have generally been considered not appropriate. With the exception of using the oral components of certain foreign language tests, as will be noted below, new measures and procedures have been developed. Across the country a variety of tests are used. For instance, Arizona uses a state-developed Classroom Spanish

Proficiency Examination with its candidates for the Spanish-English bilingual credential. For those seeking credentialing in American Indian languages, specific tribal agencies are authorized to conduct the assessment. However, for the oral segments of the assessment, we find the District of Columbia and Florida using the ILR Language Proficiency Interview (LPI). Several states, such as New Jersey and California, have developed standardized procedures for assessing oral language based on the ILR scale. Louisiana uses the ACTFL Oral Language Proficiency Interview, and in Texas, plans are under way to use the ACTFL scale.

The written language component generally assesses the ability with literacy skills that would be used in the course of instruction in the language, for example, the ability to write lesson plans, to write lessons on the board with appropriate spelling and grammar, to teach language arts in L1, and to send written communications home. Likewise, the reading portion of the test assesses the candidate's reading skills to determine whether the person can use materials written in L1 for purposes related to lesson plan development and instruction.

Summary of General Trends in Teacher Education

If the pressure on state education agencies to alter certification procedures for better teachers has been great, the pressures on teacher preparation institutions to meet the new standards are even greater, especially in the field of foreign language teacher education. The development of the basic skills, pedagogical knowledge and specialty area expertise which go together to make competent teachers is a challenge for the teacher preparation institution. The development of significant oral language proficiency is sometimes seen as an added burden.

There is widespread concern among language teacher educators and students alike that teacher preparation programs are not turning out students with the

level of language proficiency (especially oral) necessary to achieve even median scores on tests such as the ACTFL Oral Language Proficiency Interview. The proficiency-oriented language teaching movement grew out of this concern. In states where language proficiency is assessed for certification, additional approved program requirements have helped meet the need (e.g., increasing the undergraduate foreign language requirements, including immersion experiences in a foreign country; increasing foreign language education courses; and required clinical experiences under the supervision of qualified university and school personnel).

Part II: State-by-State Summaries of Requirements for the Certification of Foreign Languages, ESL, and Bilingual Education

The purpose of the state-by-state summaries which follow is to give details with regard to how individuals are certified in each of the states for teaching foreign languages, English as a Second Language (ESL), and bilingual education. The following kinds of information are included in these summaries:

- whether certifications or endorsements are granted in these fields, and after satisfying what conditions;
- the model of certification used, with elaborations;
- whether the state requires testing of basic and/or professional skills and testing of language skills, oral and/or written;
- the kinds of tests used, and when;
- whether states grant emergency or alternative certification in these fields; and
- what changes have been legislated for future implementation, and what certification changes are under development in the states.

ALABAMA

Alabama's system of certification is the approved programs model, based on state standards which include broad competency statements. Foreign language endorsement is grade-specific. Thus, a prospective foreign language teacher must either be certified for teaching at the elementary level, middle school level (grades 4-8) or at the secondary level (grades 7-12).

At present, all applicants for foreign language endorsement must earn 27 semester hours or 40 quarter hours in the language, at least one-third of which must be in upper division work.

Alabama offers no teacher education programs or endorsements in either ESL or bilingual education.

For initial state certification, all applicants must take the Basic Professional Studies Exam (testing only professional knowledge) developed by Alabama professionals in conjunction with National Evaluation Systems (NES), in addition to a subject specialization exam, if one has been developed. Thus far, Alabama has developed written tests for Spanish and French. Applicants for initial certification in other languages must be tested by the teacher preparation institution, and present proof of proficiency to the state prior to initial certification. A complete revision of testing for certification is now pending in Alabama's courts. If a change is mandated, the Basic Professional Studies test will be eliminated, and a new testing procedure developed.

In order to upgrade certification (after completing a master's degree, for example), a teacher would have to take any exam which had not been developed at the time of his/her initial certification.

Contacts: Ms. Martha Childs
Assistant Teacher Certification Coordinator
Department of Education
State Office Building
Montgomery, AL 36130
(205)261-5060

Ms. Barbara Fennell
Dr. Edie Miller
Teacher Education Division
(205)261-5248

ALASKA

Alaska certifies on the basis of recommendation from state-approved programs. Colleges and universities set their own standards, based on the more general NCATE standards. Certification for foreign language, ESL, and bilingual education teachers amounts to endorsements of elementary, secondary or K-12 base certificates. The state follows institutional recommendations only, and does not specify minimum numbers of credit hours or program content. Alaska requires no exit teacher competency exams.

Contacts: Charlie Mae Moore, Administrator
Julie Orsborn, Certification Analyst
Division of Educational Finance and Support Services
Pouch F
Juneau, AK 99811
(907)465-2810 or 465-2831

ARIZONA

Arizona's system of certification follows the approved programs model, but the state continues to do transcript evaluations in special cases. Arizona offers certification in foreign languages and endorsements for ESL and bilingual education. Foreign language certification in Arizona is granted with a major in a foreign language on a secondary certificate (7-12) only, and with completion of 30 semester hours in the language. In April, 1987, the state board of education approved oral proficiency assessment for certification of foreign language teachers. The requirements will be achievement of intermediate high on the ACTFL Oral Proficiency Interview for the temporary secondary certificate, and advanced low for the standard certificate (unless this score or higher was achieved the first time). Depending on when the board acts on this decision, full implementation of the testing process may be expected after a four-year phase-in period.

Both ESL and bilingual education endorsements have been offered since 1984, even though teachers without them have not been precluded from teaching in bilingual programs. Effective in the fall of 1987, however, all bilingual and ESL teachers must have endordsements. For ESL endorsement, applicants are required to hold an Arizona elementary, secondary or special education certificate and have completed an approved program in ESL from a regionally accredited institution. Alternatively, an applicant must have completed a minimum of 21 semester hours of coursework from a regionally accredited institution according to a distribution determined by the state (see course requirements chart). Fifteen of these hours must be in courses at the upper division or graduate levels; however, American Indian linguistics may be lower division level, leaving at least 12 hours required at the upper division or graduate levels. For ESL endorsement, there is a second language learning experience requirement satisfied by one of seven situations, two of which involve oral language proficiency assessment: achievement of intermediate/low or above on the Oral Proficiency Interview; or a passing score on the Classroom Spanish Proficiency Examination administered by the University of Arizona, Northern Arizona University, Arizona State University, or Grand Canyon College.

A provisional, one-year ESL endorsement (renewable twice) may be granted to those with Arizona elementary, secondary or special education certification; and six semester hours of coursework toward the regular ESL endorsement, three of which must include ESL methods. After the provisional endorsement has been renewed twice, the teacher must apply for the standard endorsement.

The holder of the bilingual education endorsement is also authorized to teach ESL. Requirements for the standard endorsement are the same as cited above for ESL (with different course requirements), except that for the applicant who has not completed an approved program, proficiency in the language other than English must be demonstrated. Spanish language proficiency must be verified by passing the Arizona Classroom Spanish Proficiency Examination administered by the University of Arizona, Northern Arizona University, Arizona State University, or Grand Canyon College. American Indian language proficiency must be verified in writing by an official designated by the appropriate tribe.

Temporary, one-year bilingual certification also requires verification of proficiency in the language other than English.

Effective in 1980, all applicants for Arizona basic, standard or the equivalent teaching certificates must pass the Arizona Teacher Proficiency Exam (ATPE), an examination of basic and professional skills. Additionally, an Arizona Teacher Residency Program (ATRP) which provides inservice assessment of beginning teachers is in its pilot stage.

Contact: Nancy Mendoza
State Department of Education
1535 West Jefferson
Phoenix, AZ 85007
(602)255-3204

Office of Certification
(602)255-4368

ARKANSAS

Arkansas operates an approved programs system of certification. For initial certification as a teacher of foreign languages, the applicant must complete 24 semester hours in the foreign language, nine of which must be at the upper division level. Additionally, applicants must achieve the minimum scores determined by the state on the National Teacher Examination, including the core battery and area specialization tests. Foreign language certification requirements were revised and mandated September, 1983.

An Arkansas law promulgated in 1985 has required that all teachers currently certified and employed in Arkansas schools pass a specially developed literacy test (similar to the TECAT exam administered in Texas in March of 1986) for continued certification.

There is presently no certification or endorsement for ESL or bilingual education. All other areas are up for review in Arkansas. One of the recommendations for change under consideration by the board is an alternate route to certification.

Contact: Ms. Susan M. Grier
Specialist, Foreign Language Education
State Department of Education
Arch Ford Education Building, Room 405B
Little Rock, AR 72201
(501)371-2525

CALIFORNIA

California certification is primarily on the basis of approved programs. As of August, 1985, all applicants for initial certification in California are required to achieve passing scores on the California Basic Educational Skills Test (CBEST). The test, developed in California (and used as well in Oregon), is a basic, or general knowledge, test and consists of three sections: reading comprehension, writing ability, and mathematics skills.

In order to teach foreign languages in California at the junior or senior high school level, prospective teachers must apply for the single subject teaching credential. For this certificate, applicants must demonstrate subject matter competency by way of a waiver statement from the authorized person in a California college or university with a commission-approved waiver program, or by a passing score on the appropriate subject matter area examination of the National Teacher Examination. Thus, applicants for certification in French, German, or Spanish (the sole languages for which NTE exams exist) have the option of taking the NTE.

A multiple subject teaching credential authorizes teaching in a self-contained classroom at the elementary level. Foreign languages are part of the requirements for this certificate.

California issues four certificates which authorize service in bilingual classrooms:

1. Bilingual Crosscultural Specialist, which authorizes the holder to teach in a bilingual classroom, K-12. To qualify, an applicant must hold a K-12 California teaching credential, complete a program in bilingual crosscultural education, and be recommended by a commission-approved California college or university program of bilingual crosscultural education.

2. Bilingual Crosscultural Emphasis on a Multiple or Single Subject teaching certificate, which authorizes service in a bilingual classroom at the level and in the subjects of the basic authorization. To qualify, an applicant must complete a program in bilingual crosscultural education as part of the multiple or single subject certification program provided by an institution of higher education, and be recommended by a California college or university with a commission-approved bilingual crosscultural emphasis program.

3. Emergency Multiple or Single Subject Bilingual Crosscultural Emphasis, which authorizes service in a bilingual classroom at the level and in the subject(s) of the basic authorization. Applicants may apply for this certificate through a school district in which an emergency situation exists, if the baccalaureate degree has not been earned. However, applicants must still successfully pass the CBEST.

4. Bilingual Certificate of Competence, which authorizes the holder to teach in a bilingual classroom at the level and in the subject(s) authorized by the prerequisite teaching credential. To qualify, an applicant must hold a K-12 California teaching certificate, and pass an assessment given by one of six state-approved agencies or institutions.

Outside of the bilingual certificates in California, waivers are granted to teachers without bilingual/bicultural training who are certified in other areas to teach in bilingual programs with the assistance of bilingual aides. Additionally, emergency bilingual certification is granted to individuals with no teacher preparation but is contingent upon acquisition of the requisite teacher training for renewal.

ESL certification in California is offered as a Language Development Specialist (LDS) Certificate, which authorizes the holder to provide English language instruction for limited-English-proficient students in four programs: Impacted Language K-12, Planned Variation, Secondary Level Language, and Secondary

Individual Learning. To qualify, an applicant must hold a K-12 California teaching certificate, complete an approved LDS program or verify appropriate experience, pass the LDS examination, and verify completion of the foreign language requirement of six semester units of college coursework or appropriate experience.

Alternative certification for ESL and bilingual education is under development.

Contacts: Dr. Adele Martinez
Foreign Languages Unit
State Department of Education
721 Capitol Mall
Sacramento, CA 95814
(916)445-9317

Dr. Gustavo Getner
Commission on Teacher Credentialing
(916)445-0243

COLORADO

Colorado offers endorsements in foreign languages, and add-on endorsements for ESL and bilingual education. Colorado's approach is the approved programs, based on a list of competencies for professional education as well as in specific areas.

In order to get initial endorsement in foreign languages, an applicant shall have completed an approved program of professional education as prescribed by the state, and completed an approved program in foreign languages designed to develop competencies in the following areas: phonology, conversation, linguistics, grammar and composition; culture of the language and the region; customs and varying lifestyles of the people. Assurance from the college or university that the applicant has oral and written competency in the language or languages to be taught is also required.

On September 9, 1982, regulations were adopted leading to the endorsement of teachers of the linguistically different. To be endorsed under this program, with specialization in either bilingual education or ESL, an applicant shall have completed the approved program of professional education; the approved program in one of the endorsement areas, such as mathematics, social studies, foreign languages, etc.; and a program designed to develop knowledge and skills as described for teachers of bilingual education or ESL.

The state does not administer any kind of proficiency exams to applicants for initial endorsement. As mentioned above, the teacher preparation institutions are presently responsible for assurance of language proficiency in foreign languages. However, a state requirement that language teachers will need to demonstrate foreign language proficiency for certification is under development.

In addition, all applicants for teacher certification are now required to achieve minimum scores on the California Achievement Test, a basic skills test.

Contact: Office of Teacher Certification
Colorado Department of Education
303 West Colfax Ave.
First Western Plaza
Denver, CO 80202
(303)866-6628

CONNECTICUT

The Connecticut certification process is based on approved programs with competency statements in general, and on earned credits in special cases. Certification categories include foreign languages and bilingual education, but exclude any certification or endorsement for ESL.

Foreign language teacher applicants must complete 18 semester hours in the foreign language in addition to six semester hours of basic language study in the language.

Certification in bilingual education is awarded upon request of the school district superintendent, following completion of required coursework.

While Connecticut applicants for initial certification are not presently required to take a proficiency examination for state certification, the Connecticut State Board of Education has recommended instituting an exit exam from teacher certification programs.

Current legislation became effective March, 1980.

Contact: Office of Certification
State Department of Education
PO Box 2219
Hartford, CT 06145
(203)566-4561

DELAWARE

Delaware offers certification in foreign languages, ESL, and bilingual education.

A standard certificate in foreign languages is required in grades 9-12, valid in grades 7-8 in a junior high school, and valid in state-approved middle schools. The requirement for this certificate, in addition to a bachelor's degree from an accredited college and general and professional education components, is a major in the language to be taught; or completion of a teacher education program in the language to be taught; or a minimum of up to 30 semester hours in the language to be taught or 24 semester hours in the language to be taught, if the teacher holds 30 semester hours in another language. For assignment at the elementary level, a certified secondary teacher must have methods of teaching at the elementary level.

Proficiency tests may be taken to add a language to another certificate. Proficiency tests will be required: (1) to validate preparation in a foreign country as a teacher of a foreign language; (2) to establish competency as a foreign-born person to teach a foreign language in the United States; and (3) to validate proficiency gained through other language experience. These regulations have been effective since 1974.

Certification requirements for ESL in Delaware, in addition to general and professional education requirements, are: a major in ESOL; or completion of a teacher education program in ESOL; or completion of a program in English, foreign language, or elementary education, with specific courses in applied

linguistics, including: second language acquisition at pre-school and elementary/secondary and adult levels, methods of teaching English as a second language and/or English as a second dialect, the structure of the English language, language testing, and crosscultural experience gained through either college credits (including field work) or by work experience. These regulations took effect in January, 1978.

For bilingual education certification, a standard certificate is required in grades 1-6, valid in state-approved middle school grades 5-8, and valid in grades 7-8. Applicants for this certificate must meet general and professional education requirements, including: completion of a teacher education program in elementary education bilingual in the language area of assignment or completion of the required coursework in a teacher education program in elementary education; and a minimum of 15 semester hours in the language area of assignment at or above the third year college level or demonstrated fluency in the language area of assignment as determined by the NTE (score at fiftieth percentile); and three semester hours in teaching English as a second language, demonstrated knowledge of the target group's culture, and bilingual student teaching in an elementary school program in the language area of assignment.

A non-renewable limited/standard certificate is available for issue for a period of three years at the request of a Delaware public school district. This temporary certificate is issued to employed ESL teachers with the following experience: completion of a teacher education program in English, or a foreign language, or elementary education; three semester hours of methods of teaching English as a second dialect; and cross-cultural experience gained through either college credits (including field work) or by work experience. The teacher has three years to complete the requirements for standard certification listed above.

Delaware's only testing requirement to date is the Pre-Professional Skills Test (PPST).

Contact: Office of Teacher Certification
Delaware Department of Public Instruction
Post Office Box 1402
Townsend Building
Dover, DE 19903
(302)736-4686

DISTRICT OF COLUMBIA

The District offers certification in all three areas of concern to this survey: foreign languages, bilingual education and ESL. The District does not operate on an approved program plan, but according to transcript evaluation. Teachers who apply for certification in the District have generally received their teacher education from all over the United States, making the approved programs not practical for District certification.

Foreign language certification is awarded on both elementary and secondary certificates. In addition to 30 semester credits in the language, the District requires courses in classroom management, educational psychology, teaching in urban elementary and secondary schools, methods and materials of teaching the language in the elementary and secondary schools, sociology of urban youth, the

teaching of reading and the exceptional child. Observation and student teaching, or one year of successful teaching at the level for which certification is sought, are also required. The District tests the oral foreign language proficiency levels of applicants, using the government (ILR) rating scale.

ESL certification is awarded for K-6, secondary school and adult education. An applicant must have completed six semester credits of foreign language study, or demonstrated competency in that language at a level designated by the District. The bilingual education office conducts oral interviews in both English and the language of specialization prior to certification. Certification for bilingual education in the District is offered for teaching in K-6.

The District's regulations were revised in the summer of 1986. The proposed changes include a one-year "mentorship" in which a newly certified teacher is followed throughout the inservice experience, and tested for general, professional, and specialty area competence while on the job. Thus, teachers are not tested for initial certification, but for continued certification. The mentor program is presently being implemented as a pilot project. In terms of language proficiency, all teachers will be tested orally and in writing for English language proficiency. Foreign languages will be tested for both written and oral competence under this new regulation.

Contacts:

Dr. Marion Hines, Supervising Director
Foreign Languages
Instructional Service Center
Langdon Elementary School
20th and Franklin Sts., NE
Washington, DC 20018
(202)576-7816

Dr. Mary Hendricks
Accreditation and Certification
415 12th St., NW
Room 1004
Washington, DC 20004
(202)724-4230

FLORIDA

In October, 1985, Florida's certification requirements were marked for complete revision. The principal proposed changes will be to abolish the bilingual education endorsement altogether, and to change the present ESL endorsement to a full certification. Additionally, the new regulations will contain a provision for a testing requirement in the area of specialization, in addition to the general exam which is presently administered to all applicants for initial certification in Florida. Whatever the state legislature decides on these questions, the following regulations will apply until July, 1988. Florida follows the approved programs approach to certification.

Foreign language certification in Florida is part of the secondary certificate, and consists of 24 semester hours of foreign language study in addition to the general and professional education requirements, with 18 semester hours required for a second language. There is presently no proficiency examination of applicants for foreign language certification, but such examination will be required under the revised certification plan. In order to teach a foreign language at the elementary level, the teacher must have an elementary certificate, and proficiency in the language of at least an S-2 or S-2+ on the Language Proficiency Interview Test, if the teacher is not a native speaker of the language to be taught. Language proficiency is tested by the school district which will employ the teacher, or even informally over the telephone by the foreign language consultant at the state office of education. Florida has also established an alternative certification for foreign language teachers.

Florida presently offers endorsements in bilingual education and ESL, and both may be achieved in pre- or inservice programs. The curricular offerings in the preservice programs shall include a minimum of 15 semester hours, and the components of the inservice programs must be equivalent to 15 semester hours of credit. Non-native speakers of English must score a minimum of 550 on the TOEFL exam for both ESL and bilingual education endorsement. Non-native speakers of a target language in bilingual programs must score above S-3 on the Language Proficiency Interview for bilingual endorsement. Reading proficiency was at one time a requirement, but has been abolished.

All applicants for initial certification in Florida, regardless of specialization, must pass a general written competency exam developed by Florida professionals in conjunction with National Evaluation Systems to assess basic and professional skills. Additionally, Florida has begun an inservice assessment program for standard certification, known as the Beginning Teacher Program. Initial performance evaluations are followed by a professional development plan which serves as a basis for assistance and further classroom observations. At least three formative and follow-up conferences must be conducted, and a summative evaluation is conducted to document the successful demonstration of minimal essential competencies.

Contacts:

Ms. Cathy Brauer, Consultant
ESOL and Bilingual Education
State Department of Education
Knott Building
Tallahassee, FL 32301
(904)488-7128

Mr. Gabriel M. Valdes
Consultant, Foreign Languages
(904)488-6046

Teacher Certification
(904)488-2317/2318

GEORGIA

Georgia's system of certification is based on the approved programs procedure. For initial certification, prospective foreign language teachers must have completed 40 quarter hours in any of the modern languages, or 30 quarter hours in Latin or Greek. Since 1978, applicants for initial certification have been required to pass a state-developed written language competency exam. This test was developed by Georgia teachers in conjunction with National Evaluation Systems, who also administers and scores the test.

Georgia also requires an inservice assessment of initially certified teachers. A beginning teacher has three years to demonstrate competence in teaching in his/her field. Observations are completed by an external data collector, an administrator and a teacher. The Teacher Performance Assessment Instrument (TPAI), which consists of 14 competencies and 45 indicators, is used during observations. Meeting the state's standards during this long probationary period results in the award of a renewable, standard certificate.

An endorsement for ESL is added to an applicant's standard teaching credential upon completion of five quarter hours in each of three courses: applied or contrastive linguistics, methods and materials for teaching ESL, and a broad course dealing with cross-cultural understanding of the native language(s) and population(s) and how they function in society.

There is no certification or endorsement for bilingual education in Georgia. Individual school districts with bilingual education programs set their own

requirements of teachers, requiring, for example, certification in early childhood education, or foreign languages, etc.

Contact: Mrs. Sandra Baumgartner
Certification Office
State Department of Education
1452 Twin Towers East
205 Butler
Atlanta, GA 30334
(404)656-2604

HAWAII

Hawaii, operating according to the approved programs procedure, offers certification in foreign languages and ESL. The Hawaii State Department of Education works together with the University of Hawaii to set the standards for approved programs in foreign languages, approve new courses, make adjustments in credit requirements, etc. Individuals may receive foreign language certification with completion of a major (32 semester hours) or a minor (18 semester hours) in a foreign language on a secondary certificate. The state board has passed legislation to begin foreign language training from the third grade on, and K-12 certification for foreign languages is expected to follow.

Since June, 1986, all applicants for certification must pass the core battery of the NTE, as well as the specialty area tests (only German and Spanish are thus far validated for use in Hawaii). No determination has as yet been made on oral language proficiency testing for foreign language certification. The foreign language consultant in that state, who is encouraging such a move, estimates there is an approximate 50/50 chance of such a regulation passing.

Certification for ESL is offered only on the secondary certificate at this time. Oral language proficiency testing of English and native language is done by the teacher preparation institution.

Contacts: Dr. John Wollstein
Education Specialist: Asian, European and Pacific Languages
Hawaii Department of Education
189 Lunalilo Home Rd.
Honolulu, HI 96825
(808)395-8252

Mary Tanouye, Administrator
Certification and Staff Development
Hawaii Department of Education
Personnel Certification and Development
PO Box 2360
Honolulu, HI 96804
(808) 548-5215

Ann Port
Personnel Specialist for Certification
Personnel Certification and Development
(808) 548-5217

IDAHO

Idaho's certification plan includes a combination of the approved programs and transcript evaluation approaches. For foreign languages, an endorsement is

available at the elementary and secondary levels. An elementary school certificate may be endorsed for teaching foreign language in the secondary school when the teacher has completed three semester credits in secondary school methods in the area of endorsement or has three semester hours earned through directed teaching of the subject at the secondary level, and meets the academic qualifications for the subject area.

A secondary certificate which is endorsed for teaching foreign language in the secondary school may be endorsed also to permit teaching in that same area in the elementary school when the teacher has completed three semester credits in elementary school methods in the area of endorsement or has three semester credit hours earned toward directed teaching of the subject at the elementary school level.

The state also endorses ESL and bilingual education, but only at the secondary level.

In April, 1986, the board of education approved the administration of the NTE core battery to all applicants for initial teacher certification. The test will be administered beginning in September, 1988.

Contacts: Dr. Darrell K. Loosle, Supervisor
Teacher Education and Certification
Mr. Roy E. Lawrence
Certification Consultant
Idaho Department of Education
650 West State Street
Boise, ID 83720
(208)334-3475

ILLINOIS

Illinois' system of teacher certification is based on approved programs. There is certification for foreign languages, and according to a new ruling, full certification for ESL and bilingual education (formerly just add-ons).

For foreign language certification, the applicant must have completed 32 semester hours in a foreign language, in addition to general and professional education requirements; or have completed 24 semester hours of a foreign language, in addition to 24 semester hours each in two other minor areas of specialization.

Recent amendments to the Illinois Program for Evaluation, Supervision, and Recognition of Schools require teachers in approved bilingual education programs to possess either a Transitional Bilingual Certificate or a valid Illinois teaching certificate and a statement of approval issued by the state board of education. Approvals are only to be issued to applicants who already possess a regular teaching certificate and will be limited to the grade levels or subjects for which the teaching certificate is valid.

Additionally, bilingual approval will be issued to individuals meeting the following requirements: (1) 100 clock hours of bilingual clinical experience or three months teaching experience in bilingual programs; (2) successful completion of a language examination in the non-English language to be taught (LPI); and (3) 18 semester hours of required coursework.

The requirements for obtaining ESL approval are as follows: (1) 100 clock hours of ESL clinical experience or three months teaching experience in ESL; and (2) 18 semester hours of required coursework.

Illinois will begin to administer an Illinois-NES-developed basic and subject area skills test in July, 1988.

Contact: Dr. Barry Weiss
Certification and Placement Office
Illinois Office of Education
Springfield, IL 62777
(217)782-2805

INDIANA

Indiana certification was previously based only on earned credits. Applicants for initial Indiana teacher certification, however, are now required to successfully pass the core battery of the National Teacher Examination, as well as specialty area NTE exams.

Prospective foreign language teachers are required to complete 36 semester hours of a foreign language for a major, and 24 semester hours for a minor. There are now endorsements in the areas of ESL and bilingual education. The bilingual education endorsement consists of 12 semester hours of required coursework on an elementary or secondary certificate. The ESL endorsement is an all-grade minor added to a standard professional certificate upon completion of 24 semester hours of required coursework. However, in the absence of a state mandate to provide special programs to limited-English-proficient students, neither of these endorsements is required to teach in ESL or bilingual programs in Indiana.

Contact: Dr. Walter Bartz
Consultant, Foreign Languages
Division of Curriculum
Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204
(317)269-9657

IOWA

Iowa presently operates primarily on the approved programs model, with some transcript evaluation. The state certifies for elementary and secondary education, and approves teaching in certain areas.
Currently, the state endorses foreign languages at the elementary and secondary levels, requiring 30 hours in the major on the basic certificate and 20 hours in the language to be endorsed.

Hearings were held on March 11, 1986 to require 24 semester hours in a foreign language for endorsement in that area and to institute endorsement for teaching ESL K-12. The proposed ESL endorsement would require 24 semester hours of coursework in ESL to include: TESL, applied linguistics, language in culture, bilingual education and contrastive analysis. These changes were approved by the board of education in May, 1986, and will be implemented in October, 1988.

There is no certification or endorsement available for bilingual education and none proposed. When the proposed rules become effective in 1988, however, bilingual education will be attached to the requirements for the ESL endorsement.

Iowa requires no proficiency examinations for initial certification. A pilot test was administered to graduates of Iowa teacher preparation institutions for comparison with the national average. Based on the results of the pilot test, Iowa has decided against implementing a teacher testing requirement.

Contacts: Mr. Paul Hoekstra
Foreign Language Consultant
Instruction and Curriculum Division
Iowa Department of Education
Des Moines, IA 50319-0146
(515)281-3264

Mr. Dan Chavez
ESL Consultant
(515)281-3805

Mr. Robert Glass
Teacher Certification
(515)281-3605

KANSAS

Kansas operates on the approved programs model of certification. Certification standards are set for foreign languages and ESL, and an endorsement is offered for teaching bilingual/multicultural education.

Foreign language certification is presently granted as a secondary and middle-level (grades 5-9) certificate. The state does not list course requirements, but program standards for competency development.

ESL certification authorizes English language instruction at all levels. The state, again, issues program standards for teacher competence, but no course requirements. The final standard is that the program must provide for "proficiency in spoken and written English at a level commensurate with the students' role as a language model."

The bilingual/multicultural endorsement is available only to applicants with endorsement in another area.

Applicants for initial state certification must pass the professional knowledge component of the NTE core battery. In addition, all students of teacher education programs in Kansas must now take the Pre-Professional Skills Test (PPST).

Contact: Ms. Judy Hamilton
Director, Certification
State Department of Education
120 East Tenth
Topeka, KS 66612
(913)296-4073

KENTUCKY

Kentucky uses an approved programs model of certification, and grants certification to prospective foreign language teachers (only French and Spanish) and an endorsement in ESL. No category presently exists for bilingual education.

Kentucky's certification categories for foreign languages are subdivided according to grade levels. Thus, other than a general requirement for all applicants, there is no foreign language component for certified elementary school teachers. A proposal is under consideration by the state board of education to require minimally 24 semester hours of foreign languages for teaching in the middle grades (5-8). For prospective high school teachers, majors (30 semester hours) or minors (21 semester hours) are granted.

For ESL endorsement, an elementary or secondary teaching certificate with 12 semester hours of credit is required. For the secondary certificate, the applicant must have a specialization in another area, such as English or a foreign language, to the extent of a teaching major, minor or area of concentration.

Kentucky has prepared detailed lists of competencies which are to serve as guidelines by which teacher education institutions develop teacher education programs. However, while there is competency-based teacher education in Kentucky, there are presently no provisions for competency-based certification. Applicants for initial certification in Kentucky are now required to achieve minimum scores on the core battery and specialty area tests of the NTE.

Contacts: Mr. Anthony L. Koester
Program Manager, Foreign Languages,
ESL, Bilingual Education
Ms. Betty Polk
ESL/Bilingual Education Consultant
State Department of Education
Frankfurt, KY 40601
(502)564-2672

Mr. T. Auxier
Teacher Certification Consultant
(502)564-4606

LOUISIANA

Louisiana operates according to the approved programs model of certification. Certification is granted to prospective teachers of foreign languages, while endorsements are given for the teaching of ESL and bilingual education. As of September, 1978, applicants for certification have been required to pass a test as a prerequisite to the granting of such certificate--the core battery and specialty area tests of the National Teacher Examination. Additionally, beginning with the fall semester, 1985, all entrants into a teacher education program are required to have satisfactorily passed a standardized teaching aptitude test (the PPST) which shall have predictive value for passage of the NTE.

For initial foreign language certification at the elementary level, requirements are completion of 15 semester hours in the language and a passing score of intermediate middle on the ACTFL/ETS Oral Proficiency Interview.

For initial foreign language certification at the secondary level, the applicant must complete 36 semester hours or 24 hours above the sophomore level, including a three-hour methods course in modern foreign languages. Secondary foreign language certification may be converted to all-level certification (1-12) with an additional nine hours of professional education courses at the elementary level.

An elementary, secondary or all-level certified foreign language teacher may be certified as a bilingual specialist upon completion of six graduate hours in bilingual methods.

English as a second language may be added to the certificate of any teacher who (a) holds certification in foreign languages, English, elementary education or is a speech therapist holding a teaching certificate, and who (b) successfully completes 12 semester hours of required coursework, with the understanding that this certification applies only to teachers of limited-English-proficient children.

Contact: Mr. Perry Waguespack, Director
Bureau of Academic Support, and Coordinator of
Foreign Languages and Bilingual Education
State Department of Education
PO Box 94064
Baton Rouge, LA 70804
(504)342-3460, 3454

State Certification Office
(504)342-3490

MAINE

Maine's system of certification operates according to the approved programs (based on competency statements) and earned credit approaches. In general, initial certification is obtained by completing a state-approved program of teacher education, but the state will evaluate the transcripts of applicants from non-approved programs and issue a temporary certificate, provided the holder of the provisional certificate takes coursework to fill in the gaps.

The state of Maine offers certification for the teaching of foreign languages based on a major or minor on the general secondary certificate. Part of the requirements for the general secondary certificate is that one provide evidence of an established teaching field(s) in one of two ways: one major teaching subject of at least thirty hours, plus one minor teaching subject of at least eighteen hours; or a minimum of fifty hours in an area of specialization. At present, this certificate authorizes the recipient to teach foreign languages in grades 7-12 inclusive.

Provisional or initial certification is renewable every five years upon completion of six hours of approved study. To receive a professional certificate, renewable in successive 10-year terms, an applicant must have completed 30 hours beyond the bachelor's degree and have four years of successful teaching experience under the provisional certificate.

There is presently no certification or endorsement available for ESL or bilingual education.

Legislation has already been passed that as of July, 1988, every subject matter to be taught must have an endorsement. The state board of education is in the process of defining endorsement, and establishing a new certification plan to carry out the ruling. One of the requirements for initial certification under the new legislation is that all applicants must receive minimum scores on the

core battery of the National Teacher Examination. No specialty tests will be required, thus foreign language proficiency will not be tested.

Contacts: Mr. Steve Hamlin
Ms. Donna Thorburn, Teacher Consultant
Maine Department of Educational and Cultural Services
Office of Teacher Certification
State House Station 23
Augusta, ME 04333
(207)289-5944

MARYLAND

Maryland's certification system is based primarily on the approved programs model. There is presently no certification or endorsement for prospective ESL or bilingual education teachers. The state board of education, however, is currently considering a proposal for certification or endorsement in ESL, which is expected to be passed early in 1988.

An applicant must have completed 24 semester hours of coursework for initial foreign language teacher certification in grades 7-12 in Maryland. Since April 21, 1986, all applicants for initial certification in the state must achieve minimum scores on the core battery of the National Teacher Examination, as well as on the specialty area tests. No oral proficiency testing is foreseen.

Contact: Ms. Beverly J. Malnar
Teacher Education and Certification Branch
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201
(301)333-2511

MASSACHUSETTS

The system of certification used in Massachusetts is the approved programs approach based on competency statements. Massachusetts certifies prospective foreign language and ESL teachers according to range of grades to be taught. Certifiable divisions are: K-3, 1-6, 5-9, and 9-12.

Through the state program for transitional bilingual education, classroom teaching certificates may also be issued as bilingual certificates to candidates who demonstrate: speaking and reading proficiency in a language other than English; an understanding of the culture and history associated with that language; speaking and reading proficiency in English; and an understanding of the American culture.

Oral and written proficiency testing are required for certification of language educators in Massachusetts, effective September, 1982. The exams were developed by Massachusetts professionals and are administered by the Massachusetts Language and Culture Assessor Center at the University of Massachusetts, Harbor Campus, in Boston. Tests administered for assessment of language proficiency for ESL, bilingual education and foreign language certificate applicants are all different, but basically include comprehension, writing and speaking components.

Contacts: Massachusetts Department of Education
Office of Teacher Certification
Quincy Center Plaza
1385 Hancock St.
Quincy, MA 02169
(617)770-7517

Dr. Antonio Carrara
University of Massachusetts, Harbor Campus
Italian Department
Boston, MA 02125
(617)929-7729

MICHIGAN

Michigan's certification plan is based on the approved programs approach. Certification is offered for foreign languages as part of an elementary or secondary certificate in general, but a K-12 endorsement is possible if the school districts request that their teachers be so certified. Approved programs in foreign languages are based on National Association of State Directors of Teacher Education and Certification standards. Language proficiency--oral and written--must be assessed by teacher training institutions.

Michigan does not certify teachers in general bilingual education, but in specific bilingual language areas. The standards for approved programs are based on the Michigan Bilingual Act of 1982, and require 24 semester hours of coursework, with a minimum of 18 semester hours for existing certificates (not including credits for coursework to develop basic language proficiency in either the endorsed language or in the English language). Applicants for the bilingual certificate must demonstrate reading, writing, speaking and listening proficiency in English and in the language for which endorsement is sought, as determined by an examination administered by teacher preparation institutions and approved by the state board of education. Because the state mandates bilingual programs in many languages for which there are as yet no written examinations in existence, the state board of education designates languages for which reading and writing proficiency is not required.

Michigan is presently rethinking the whole testing system. It is possible that the system will change and both basic skills and specialization competencies will be assessed by the state; however, it is most likely that the system will remain as is with testing done by the teacher preparation institutions.

There is no certification or endorsement in the state of Michigan for teachers of ESL, in spite of the fact that Michigan has quite an active ESL program in its schools. No change is envisioned in present regulations, however.

Contacts: Dr. Robert Trezise, Supervisor
Teacher Preparation and Certification Services
State Department of Education
PO Box 30008
Lansing, MI 48909
(517)373-1924

Dr. John Chapman
Foreign Language Consultant
Educational Specialist Program
State Department of Education
PO Box 30008
Lansing, MI 48909
(517)373-3324

MINNESOTA

Minnesota uses the approved programs model for graduates of Minnesota institutions and the earned credits model for applicants from outside the state. The state offers full certification in foreign languages and ESL, and an endorsement in bilingual/bicultural education.

Certification in foreign languages in Minnesota is granted on three levels: 1-12, elementary only and secondary only. For 1-12 authorization, the requirements are: a bachelor's degree upon completion of a teacher education program with a language major from an accredited teacher preparation institution; 18 semester (27 quarter) credits in education, including a methods course in foreign language teaching at both the elementary and secondary levels and supervised student teaching at both levels; and a rating of good or superior in five of the seven competencies defined by the MLA and at least a minimal rating in the remaining two competencies.

For authorization to teach foreign languages at the secondary level, an applicant may have had either a major or a minor in the language. For applicants with a major in the language, requirements are 18 semester (27 quarter) credits in education, including methods and supervised teaching at the secondary level, and a rating of good or superior in four of the seven competencies defined by the MLA and at least a minimal rating in the remaining three competencies. Those with a minor in the language must have completed 20 semester (30 quarter) credits in each language of assignment and 18 semester credits in education, including a methods course and/or supervised student teaching of a language.

Foreign language certification, elementary-authorization only, requires a bachelor's degree with a minimum of 20 semester (30 quarter) credits in each language to which the teacher will be assigned; 30 semester (45 quarter) credits in education, including methods in teaching foreign languages and supervised student teaching at the elementary level in the usual subject matter areas; and a rating of good or superior in the competency of speaking as defined by the MLA.

Minnesota will additionally grant certification to a native speaker of a modern foreign language in all three categories defined above when the applicant has met the following requirements: an education comparable to a U.S. baccalaureate, as determined by the teacher preparation institution; a sound knowledge of the structure of English and the native language, as determined by the teacher preparation institution; 18 semester credits in education, including a methods course in the teaching of foreign languages and supervised practice teaching in the language; and a rating of good or superior in six of the seven competencies defined by the MLA and at least a minimal rating in the one remaining competency.

These regulations were effective in September, 1965. Teachers without life licenses (which are no longer granted) must bring a minor to a major within seven years in order to receive continuing certification. The wheels have been set in motion in Minnesota for a new set of foreign language regulations. Nonetheless, even working at full speed, it may be the mid-1990s before a new rule would take effect, since sufficient time must be allowed for adjustments in the colleges' and universities' approved programs. The new regulations will probably provide for the assessment of language proficiency.

The ESL and bilingual/bicultural rules were promulgated quite recently and should be valid for the foreseeable future. Requirements for the ESL certification for K-12 are a baccalaureate degree; satisfactory completion of a minimum of two years of college-level or four years of high school-level foreign language or equivalent experience; satisfactory completion of a professional teacher education program consisting of a minimum of 18 semester credits; full-day school experiences for one quarter, including both elementary and secondary programs with limited-English-proficient students; and satisfactory completion of an ESL teacher preparation program consisting of a minimum of 36 quarter hours or the equivalent. Provisional two-year ESL licensing is granted to applicants who have earned a baccalaureate or higher from a regionally accredited institution and who have taught one year of ESL. Renewals of the provisional license are granted to applicants who have completed nine quarter hours in ESL.

Applicants for bilingual/bicultural education endorsement must have a baccalaureate degree, have a valid Minnesota license as an elementary or secondary classroom teacher, meet state-defined competence in English and another language, and have completed a bilingual/bicultural teacher education program consisting of a minimum of 24 quarter hours or the equivalent.

Legislation was passed in Minnesota in 1985 requiring all applicants for initial teaching licenses and teachers applying for additional fields of licensure to successfully complete an examination of academic knowledge in each field of licensure and, for persons applying for initial licensure, an examination of skills in reading, writing, and mathematics. The state has chosen the PPST, an entrance exam, to fulfill the latter requirement. Administration of that test will begin in April, 1988. No decisions have been made with regard to the examination of academic knowledge.

Contact: Ms. Suzanne Jebe
Specialist, World Languages Education
Minnesota Department of Education
640 Capitol Square
550 Cedar St.
Saint Paul, MN 55101-2273
(612)296-4073

MISSISSIPPI

Mississippi's proposal to change its system of certification from the earned credits approach to approved programs is scheduled to become effective January, 1988. The new approved programs system will be based on a list of generic teaching competencies devised in the state as a result of the Education Reform Act of 1982. These competency lists are not content-specific.

Certification is given to foreign language teachers for service in grades 7-12. Minimum requirements for an initial five-year certificate, in addition to the general and professional education requirements, are 18 semester hours in the foreign language, provided that two high school units in the same language have been earned and that the student begins the study of language at the university at the intermediate level. Twenty-four semester hours are required if less than two high school units in the same language have been earned. The applicant must demonstrate oral proficiency to the teacher preparation institution.

Mississippi has no certification or endorsement for either ESL or bilingual education.

All applicants for initial certification are required to pass the core battery and appropriate subject area portions of the National Teacher Examination.

Contact: Mr. James Hancock
Supervisor, Teacher Certification Office
State Department of Education
PO Box 771
Jackson, MS 39205
(601)359-3483

MISSOURI

Missouri operates basically on the approved programs model for initial certification. Certification is granted for prospective teachers of foreign languages. Neither ESL nor bilingual education is presently recognized as a certifiable area.

In addition to the general and professional education requirements, foreign language teachers must have completed 21 semester hours in the foreign language for teaching grades K-9, and 30 semester hours in the foreign language for teaching K-12.

While there is no state-administered proficiency examination, the prospective teacher must demonstrate, to the satisfaction of the degree-granting institution, proficiency in the areas of listening comprehension, speaking, reading and writing.

Current legislative requirements took effect September 1, 1984.

Contacts: Ms. Jo Albers, Director
Teacher Certification
Missouri State Department of Education
PO Box 480
Jefferson City, MO 65102
(314)751-3847

Ken Bungert, Supervisor
Teacher Certification
(314)751-3841

MONTANA

Montana offers certificate endorsements to prospective foreign language teachers according to the approved programs model. The Montana Office of Public Instruction publishes a list of program standards for foreign language preparation, several of which are loosely based on the ACTFL/ETS Provisional Proficiency Guidelines. The process requires that the various colleges and universities document which courses address the various standards included. There is a five-year review program which involves bringing outside evaluators to the universities and colleges to ascertain whether the required minimum program is offered.

These regulations have not been amended since June, 1984. Montana does not provide for either certification or endorsement in the fields of ESL or bilingual education, and there is no immediate plan to change this.

Montana neither administers, nor requires state-approved programs to administer, any kind of proficiency tests to applicants for initial certification.

Contact: Mr. Duane Jackson
Foreign Language Specialist
Basic Instructional Services
Office of Public Instruction
State Capitol
Helena, MT 59620
(406)444-3095

NEBRASKA

Nebraska operates on the approved programs system of certification. Certification is granted in teaching fields, such as elementary education, with endorsements for subjects. Thus, Nebraska offers endorsement on the secondary certificate for all foreign languages and ESL, which means that the applicant must have endorsement for another subject area as well. For bilingual education, no criteria for the granting of approved programs status have been developed, so that the one university which offers a program in bilingual education has its graduates endorsed on a temporary approval basis.

At present, there is an entrance examination requirement (PPST) in place in all Nebraska's universities and colleges, and plans for exit exams are under development, to be in place by 1989. The Nebraska exit exams will be for content areas only and will be written for the most part, with some content areas expected to have an oral component as well. The foreign languages consultant in Nebraska expressed the hope that an oral component for foreign languages would be added. In any case, the state has not yet begun to work on those tests.

Contacts: Dr. Mel Nielsen
Consultant, Foreign Languages
Department of Education
301 Centennial Mall South
Lincoln, NE 68516
(402)471-4331

Dr. Robert Crosier
Office of Teacher Certification
(402)471-2496

NEVADA

Since only the University of Nevada meets the state's standards for approved programs, certification procedures in Nevada are both approved programs and transcript evaluation.

Prospective foreign language teachers must hold an elementary or secondary teaching certificate with a major or minor in the language to be taught. certificate. (A major consists of 30 semester hours, a minor, 16 semester hours.)

ESL certification requires a major or minor on the secondary certificate. Presently, there is no formal certification for bilingual education. Effective

September, 1988, however, a bilingual education endorsement will be required to teach in bilingual programs in the state.

In the universities and colleges of Nevada, the Pre-Professional Skills Test (PPST) has been administered for some time. New state regulations should include the PPST as a state requirement. No exit examinations have been developed to date in Nevada, either for basic skills or specialty area assessment, but they are presently under consideration. It is expected that in the next three years, Nevada will have a system in place for the competency assessment of its teachers.

Contact: Doug Stoker, Director
Teacher Certification
State Mail Room
215 E. Bonanza
Las Vegas, NV 89158
(702)486-6455

NEW HAMPSHIRE

New Hampshire operates an approved programs system of certification, based on competency statements. Teachers, education specialists and administrators receive their specific certification by successful completion of the approved program, written recommendation of the designated institutional official, and application to the New Hampshire Department of Education. New Hampshire offers certification in foreign languages and ESL, and an endorsement in bilingual education.

Applicants for initial certification are required to pass only the Pre-Professional Skills Test. Though there are no competency tests required, state regulations "strongly recommend" to teacher preparation institutions that target language competency be demonstrated as follows: cognitive/academic target language competencies (demonstrated through a standardized test, such as the National Teacher Examination); communicative target language competencies (demonstrated through a "proficiency-type test, such as the oral proficiency interview administered according to the ACTFL Proficiency Guidelines"); and a performance review during the internship of student teaching.

The state also offers three alternative routes to certification: the Interstate Certification Compact, Demonstrated Competencies and Equivalent Experiences, and the Individualized Professional Development Plan.

Contacts: Dr. Robert R. Fournier, Consultant
Foreign Languages/Bilingual Education
New Hampshire State Department of Education--Instructional Services
Office Park, South 101 Pleasant St.
Concord, NH 03301
(603)271-2632

Peggy Vorron
Office of Teacher Certification
(603)271-2407

NEW JERSEY

As of September, 1985, New Jersey shifted from a system of earned credit to approved programs certification. In certain areas, however, such as ESL and bilingual/ bicultural education, the state still operates on an earned credit system, where the state department of education evaluates transcripts. In terms of approved programs, individual colleges and universities have interpreted the guidelines differently, and thus there are varied approved programs operating in the state simultaneously.

Not yet available for ESL or bilingual/bicultural education, but existing for foreign languages, is an alternate route to certification, whereby a strictly foreign languages major at the university may be certified to teach the language without the actual teacher education by an inservice training period. The state proposes to do the same for ESL and bilingual/bicultural education, and is scheduled to pass such a regulation soon. There have been emergency certification for ESL and emergency endorsement for bilingual education, however, for some time.

New Jersey offers certification in foreign languages and ESL, and endorsement for bilingual/bicultural education. Foreign languages and ESL certificates are good for teaching K-12. Bilingual/bicultural teacher candidates must also be certified for the subject matter which will be taught bilingually, i.e., social studies, math, science, etc., or for teaching in elementary or nursery school.

Applicants for foreign language certification (in French, German or Spanish) must take both the core battery and the specialty area test of the National Teacher Examination. While ESL and bilingual/bicultural applicants are exempt from the NTE, they must receive a successful score on the New Jersey Language Proficiency Interview, in both English and the target language. The New Jersey LPI is based on the ILR 0-5 score. The requirement for the ESL applicant is to receive a 4 in English; the bilingual applicant must receive a 3 in English and a 4 in the other language. The same document that has gone for state approval proposing the alternate route for ESL and bilingual education certification also includes a clause proposing to change the bilingual scores to 4 in English and 3 in other languages.

Contact: Dr. Celeste Rorro
Department of Education
Teacher Certification and
Academic Credentials
3535 Quakerbridge Rd.--CN 503
Trenton, NJ 08625-0503
(609)588-3100

Dr. Nancy Brilliant
Kean College
Morris Avenue
Union, NJ 07083
(201)527-2000

NEW MEXICO

New Mexico's system of certification includes approved programs and the earned credit models, and offers certification for foreign languages, ESL and bilingual education.

Regulations for foreign language teaching certification, effective August, 1978, are as follows: in addition to the general and professional education requirements, subject matter areas are certifiable in one of three ways. An applicant

may complete a minimum of 24 semester hours in the first and second teaching fields; or one composite or single teaching field of 36 semester hours, and a second teaching field with 24 semester hours; or a composite teaching field of 54 semester hours.

As of August, 1980, the state adopted special certificates for teaching foreign languages in grades K-12. Applicants for this certification must qualify for either the elementary or secondary certificate, have 36 semester hours of credit in the language to be taught with methods of teaching that subject at both the elementary and secondary levels, or student teaching at both levels.

ESL certification eligibility requirements, effective August, 1969, include 36 semester hours in a first teaching field and 24 semester hours in a second teaching field.

To be certified for teaching in the Spanish-English bilingual/bicultural programs, an applicant must (1) demonstrate literacy in Spanish language skills as determined by the preparatory institution through tests and/or successfully completed courses; (2) complete 24 semester hours of courses in the Spanish bilingual/bicultural concentration, 12 of which must be taught in Spanish, in specific areas outlined by the state; and (3) have a field-based practicum in a bilingual program. These regulations were effective in June, 1979. All teachers already assigned to bilingual programs who did not meet these requirements were required to do so as of July, 1982.

New Mexico has proposed a program for teacher and educational improvement known as the Staff Accountability Plan to address the issue of teacher certification. One of the provisions of the plan is written assessment of basic and professional skills for initial certification. The NTE core battery is now used for this purpose, and the Spanish specialty area test is also required. If adopted, the plan will become effective July 1, 1989.

Oral language proficiency testing is not a requirement at this time.

Contacts: Ms. Marilyn Scargall, Assistant Director
Ms. Cecilia Trujillo, Consultant
Educator Preparation and Licensing
State Department of Education
Santa Fe, NM 87503
(505)827-6587

NEW YORK

New York's certification procedures are based on the approved programs model, and include certification for foreign languages and ESL, and an endorsement for bilingual education. The cities of New York and Buffalo have their own certification regulations.

New York issues certificates for teaching academic subjects at any general level--foreign languages are among the subjects certified in this way. In addition to 24 semester hours in the foreign language, the applicant must have completed 12 semester hours in the professional study of education and a college-supervised student teaching experience. The initial certificate is valid for five years.

A certificate for teaching a foreign language as an academic subject may be extended to include the teaching of a foreign language in the early childhood and upper elementary grades with the completion of a 45 clock hour program of collegiate study in the teaching of foreign languages in the elementary grades.

Certification in ESL is awarded to applicants with a baccalaureate degree and (a) 12 semester hours in professional education including methodology, materials and evaluation of teaching ESL; (b) 24 semester hours of collegiate study, including 12 hours of a language and culture other than English, sociological and anthropological aspects of language, linguistics (including English linguistics), and foundations, theory and practice of bilingual/bicultural education; (c) college-supervised student teaching experience or one year of experience as an ESL teacher; and (d) demonstration of English proficiency.

The endorsement for teachers of bilingual education is granted only as an extension of a certificate to teach a subject (e.g., foreign languages or social studies) or an area (e.g., elementary). For a bicultural endorsement of a certificate to teach an academic subject, 15 semester hours of bilingual education studies, including history and culture of the target group; methodology, materials and evaluation in the content areas in target language; and foundations in bilingual/bicultural education are required. Additionally, the applicant must have completed a college-supervised student teaching experience in bilingual education or have one year of full-time bilingual teaching experience on the level and in the area for which certification is sought, and have demonstrated proficiency in English and the target language at one of the state-approved teacher preparation institutions.

The bilingual endorsement for teaching in the elementary grades (N-6) or elementary and early secondary grades (N-9) requires 24 semester hours of collegiate study in the following areas: first language teaching, second language teaching, and bilingualism, in addition to the areas mentioned above for bilingual certification with an academic subject. These regulations became effective September 1, 1985.

All applicants for initial certification in the state of New York must successfully pass the core battery of the National Teacher Examination.

Contacts: Mr. Alain Blanchet
Bureau of Foreign Languages Education
Room 323 EB
State Education Department
Albany, NY 12234
(518)474-5927

Dr. Carmen Perez, Chief
Bureau of Bilingual Education
State Education Department
Albany, NY 12234
(518)474-8775

Bureau of Certification
(518)474-3901

NORTH CAROLINA

North Carolina's system of certification uses the approved programs model, based on a state-developed competency list and guidelines for designing language teacher education programs which will develop such competencies.

North Carolina offers certification for foreign language teachers and endorsement (as defined in this report) in ESL. The ESL endorsement, referred to as an

"add-on certification" by the state, is available only to applicants already certified in another area. Requirements consist of 18 hours of course work designed to prepare teachers in history, theory and practice of teaching English to limited-English-proficient students, K-12, and to teach adult non-native speakers.

There is no certification or endorsement for bilingual education.

All applicants for initial certification in North Carolina are required to present a minimum designated score on the professional knowledge component of the National Teacher Examination. A minimum score in a specialty teaching area is also required. For example, applicants for certification in foreign languages would have to take the French, Spanish or German exams. The prospective teacher of any other language (for which no NTE exam has been developed) must take only the professional knowledge component of the NTE. The applicant for the ESL endorsement must take the specialty exam in some other area such as math, social sciences, or science.

Some years ago there was discussion of instituting oral language proficiency assessment in North Carolina, but no ruling with regards to such testing has ever come about. The teacher preparation institutions are expected to assess oral language proficiency before recommending individuals for certification, but the state does not require that they do so. The most recent change in basic education in North Carolina has been to require the state's 140 school districts to offer foreign language instruction K-12 (only 7-12 previously). Meeting the need occasioned by this ruling is the present focus of certification changes.

Under the North Carolina Quality Assurance Program, professional preparation for all teachers has been extended to include a two-year period of inservice support and assessment called the Initial Certification Program. Continued training and supervision occurs while the candidate is employed in a North Carolina school system.

Contacts: Mr. L. Gerard Toussaint
Fran Hoch
Foreign Languages
State Department of Public Instruction
Division of Communication Skills
Education Building
Raleigh, NC 27603-1712
(919)733-3703

NORTH DAKOTA

Applicants for teacher certification in North Dakota must have completed a bachelor's degree in an approved program of teacher education. North Dakota approves prospective teachers on the basis of majors and minors. A foreign language major is authorized to teach K-12, and an ESL major is authorized at the secondary level. There are no certification regulations for teachers of bilingual education.

On the whole, the state has relegated control of teacher preparation to the teacher preparation institutions themselves. Presently, universities and colleges test the oral and written language competency of their students according

to the system they judge best. The state has become involved with institutions of higher education in North Dakota in the identification of a list of teacher competencies in order to come up with a uniform curriculum as well as a uniform testing system in the state.

Present regulations were instituted in the 1982-83 school year and fully implemented in the 1984-85 school year.

Contact: Mr. Ordean M. Lindemann, Director
Office of Teacher Certification
Department of Public Instruction
State Capitol
Bismarck, ND 58505
(701)224-2264

OHIO

At present, Ohio operates an approved programs certification plan, with certification for foreign languages, and "validations" or endorsements for ESL and bilingual/bicultural education. The foreign languages certification of elementary or secondary certificates consists of 45 semester hours; while the endorsements for ESL and bilingual/bicultural education consist of 20 semester hours. The state's regulations presently in effect require no exit competency assessment, but some teacher training institutions have required the National Teacher Examination as an exit exam.

The state has passed a number of new standards which were effective July 1, 1987, and for which new regulations are being written. The principal changes will be to change the foreign languages certification to K-12 validity, and to require several kinds and stages of competency assessment. The first of these is the administration of an entrance exam. Whether this will be the PPST or other entrance exam is undecided.

The exit exam presently envisioned would include basic and professional knowledge components, as well as assessment in the specialty area, both oral and written, if appropriate. Language proficiency testing should be a component of the new regulations, then, but the particular tests to be used have not been named. In addition each teacher training institution will be responsible for basic entrance and exit assessment of its students, the kind of assessment instruments to be left to individual institutions. Actual state-administered testing, however, will not be in effect until 1990.

The new regulations for renewal of certificates or for obtaining a professional certificate will be the completion of a state-approved entry-year program of inservice preparation.

Contact: Dr. Linda Thompson
Office of Teacher Certification
Ohio State Department of Education
65 South Front St.
Columbus, OH 43266-0308
(614)466-3593

OKLAHOMA

Oklahoma operates according to the approved programs model of certification. Foreign language certification was formerly only for teaching at the secondary level, but in the fall of 1986, this changed to a K-12 authorization. The foreign language requirement, in addition to professional and general education components, is for 40 semester hours in the language. Oklahoma tests the language proficiency of applicants for certification in French, German, Spanish and Latin by means of a proficiency exam developed by Oklahoma practitioners in conjunction with National Evaluation Systems. The exam is written, with a minor listening comprehension section, but with no oral component. Oklahoma offers a temporary or emergency certification to teach foreign languages, which is valid for one year and which will only be granted upon written testimony from the school district that a need exists and that only the candidate recommended could be found to fill the need. This temporary certification cannot be renewed unless the applicant has taken eight semester hours toward fulfilling the regular requirements for certification.

The Oklahoma State Board of Education voted in March of 1986 to offer endorsements for bilingual education and ESL on the childhood, elementary, elementary-secondary, or secondary certificate. Nonetheless, since the state has no mandate for bilingual education, these endorsements will not be required in order to teach in ESL or bilingual education programs in the state.

In order to receive the ESL endorsement, the applicant will have to have completed 24 semester hours in ESL, including courses in second language acquisition, multiculturalism, and teaching ESL. The bilingual endorsement will be granted after completion of the same courseload as for ESL, but the applicant will have to demonstrate proficiency in the target language, either by presenting documentation of formal schooling in the other language or by recommendation from the teacher preparation institution.

Oklahoma requires some form of inservice assessment of initial certificates for eligibility for the standard certificate.

Contacts: Dr. Albert Gage, Specialist
Foreign Language Education
Oklahoma State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105
(405)521-3361

Dr. Raul Font
Administrator, Bilingual Education/National Origin Section
(405)521-3196

OREGON

Oregon's system of certification is based on the approved programs approach. Oregon does not grant reciprocity to applicants prepared or certified by other states. Out-of-state applicants must have their transcripts or preparation evaluated by the Oregon Teacher Standards and Practices Commission in relationship to the applicable Oregon Rules for Certification.

A basic or standard teaching certificate is "endorsed" for various instructional assignments, such as the elementary classroom, a specific subject matter or special education.

Oregon "endorses" basic certificates for foreign language teaching, but not for ESL or bilingual education. As of July, 1984, all applicants for initial certification must receive satisfactory test scores on the California Basic Educational Skills Test (CBEST), which assesses educators' basic reading, writing and mathematics skills.

Oregon grants both emergency and, as a result of a new regulation, alternative certification for foreign languages.

Contacts: Teacher Standards and Practices Commission
730 12th Street, SE
Salem, OR 97310-0320

Dr. David Arlington, Specialist
Humanities and Foreign Languages
Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310-0290
(503)373-7898

PENNSYLVANIA

Pennsylvania's system of certification includes competency-based approved programs and the earned credits approach. For initial certification to teach foreign languages in grades K-12, applicants must complete their training at institutions approved by the state according to a set of general standards that have been in effect since May, 1985. One of these standards encourages approved programs to require testing of listening, reading, writing, and speaking in the foreign language to determine the entry and exit level of each student. Presently, there is no state-administered assessment program or plan for prospective foreign language teachers.

No formal certification or endorsements are offered for ESL or bilingual education.

Contacts: Ms. Myrna Delgado, Bilingual Consultant
Division of Communications
Bureau of Curriculum Services
Pennsylvania Department of Education
Box 911, 333 Market St.
Harrisburg, PA 17126-0333
(717)787-8913

Ms. Denise Kalp
Ms. Anne Shuster
Bureau of Teacher Preparation and Certification
Pennsylvania Department of Education
(717)787-2967

RHODE ISLAND

Rhode Island operates according to the approved programs model of certification. Candidates who have not completed an approved program of study may be eligible

for the secondary teaching certificate upon a transcript analysis of his or her verified, completed course work and a comparison of that course work with the state's certification requirements for that subject area. Certification is offered for prospective teachers of foreign languages, while endorsements are given for ESL and bilingual education.

Applicants for initial foreign language certification at the secondary level must have completed 30 semester hours (24 for an additional language certification), including course work in elementary, intermediate and advanced grammar and conversation, literature, culture and civilization.

ESL endorsement for holders of elementary school certificates and holders of secondary school English certificates may be obtained by completing nine semester hours in the following areas: methods and materials in teaching ESL; curriculum and language theory in ESL; and current issues in ESL education.

Holders of elementary or secondary school certificates may obtain bilingual-bicultural endorsement by completing nine semester hours in the following areas: methods and materials in bilingual education in elementary (secondary) education; social foundations of bilingual-bicultural education; and current issues in bilingual-bicultural education. To receive the bilingual endorsement, applicants must demonstrate oral language proficiency at an S-4 level on the LPI. This assessment is done by the teacher preparation institution.

Effective December, 1986, all applicants for initial certification must achieve minimum designated scores on the core battery of the NTE.

Contact: Mr. David Roy
Office of Teacher Certification
Rhode Island Department of Education
235 Promenade St.
Providence, RI 02908
(401)277-2675

SOUTH CAROLINA

South Carolina currently operates an approved programs and course-by-course transcript analysis system of certification. The transcript analysis approach, however, will be eliminated in the spring of 1988.

Foreign language programs exist in South Carolina only at the secondary level. At the same time, secondary school teachers are certified according to subject area. Thus, unlike many states, South Carolina teachers receive free-standing certification in a foreign language to teach at the secondary level. In order to receive this certification, 18 semester hours of foreign language study above a six-hour introductory course (which may be achieved at the high school or college level) are required in addition to the general and professional education requirements. Additionally, a teacher certified in one area may teach in a second area without certification, if he or she spends less than half a day teaching that second subject. Thus, a certified secondary teacher of biology may be teaching two courses of Spanish a day without certification in Spanish, and in fact this is a quite common phenomenon in South Carolina today.

ESL and bilingual education are not certifiable areas in South Carolina.

A minimum score on the core battery of the National Teacher Examination (NTE) and a minimum designated score on the specialty area tests of the NTE are required of all applicants for initial certification. In the case of subjects for which no NTE specialty area exam exists, the state has devised its own exams --the South Carolina Teaching Area Examinations. Applicants for certification in French or Spanish take the NTE specialty exams, while applicants for certification in German and Latin are required to pass the South Carolina exams. (The NTE does include a German test, but the testing population for that language was too small for validation in South Carolina; hence, the state-developed test.) All of these examinations are written. South Carolina's certification plan includes no oral proficiency exams, and none are planned in the near future.

The state has begun inservice assessment for initial certification. Temporary certification is also available, but only for applicants with out-of-state credentials.

Contacts:

Mr. James H. Turner
Chief Supervisor
Teacher Certification
State Department of Education
1015 Rutledge Building
Columbia, SC 29201
(803)734-8466

Ms. Cindy Saylor, State Consultant
Foreign Languages/Bilingual Education
State Department of Education
801 Rutledge Building
Columbia, SC 29201
(803)734-8378

SOUTH DAKOTA

South Dakota has adopted the approved programs model of teacher certification, but the definition of an approved program is left to the individual colleges or universities. South Dakota certifies in major areas. In order to become certified in foreign languages, the teacher must have a secondary education certification as well. Alternative certification in foreign languages is an option in South Dakota in times of need.

South Dakota does not certify teachers of bilingual education or ESL, even though there are some ESL programs in Indian reservation schools.

South Dakota now requires successful completion of the communication skills and professional knowledge components of the NTE core battery, as well as the specialty area exams.

Contact:

Ms. Diane Alexander, Director
Teacher Education and Certification
Office of Teacher Certification
State Department of Education
Richard F. Kneip Building
700 Governors' Drive
Pierre, SD 57501
(605)773-3553

TENNESSEE

Tennessee uses the approved programs model, and offers a "free-standing endorsement," or certification, as defined in this report, in foreign languages and an

endorsement in ESL. There is no provision for certifying bilingual education teachers.

An applicant for certification in a foreign language may meet requirements by completing either of two plans: the "group endorsement plan" or the "individual endorsement plan." The first plan is for the applicant for certification in two or more foreign languages, and consists of 45 quarter hours. At least 18 quarter hours must be in each of the languages which was preceded by two years of high school credit. In the absence of two years of high school credit, 27 quarter hours must be completed in each of two or more languages. The applicant for certification in any single foreign language must have completed a minimum of 27 quarter hours if the study is preceded by two or more years of high school credit in that language. In the absence of evidence of two years of high school credit, 36 quarter hours in the language are required. These regulations were effective July, 1978.

ESL is an add-on endorsement to the professional certificate. The applicant must complete a minimum of 30 quarter hours in categories of courses dictated by the state. ESL regulations were effective September 1, 1984.

Tennessee requires that applicants for initial certification take the Pre-Professional Skills Test and the core battery and specialty area exams of the National Teacher Examination. No changes in current certification regulations are expected.

Contacts: Mr. Gary Calsee, Director'
Ms. Sandy Willis, Education Consultant
Office of Teacher Licensing
Tennessee Department of Education
125 Cordell Hull Bldg.
Nashville, TN 37219
(615)741-1644

TEXAS

Texas operates an approved programs system of certification. In order to receive certification in foreign languages, a teacher must have certification for teaching 7-12 (secondary), and have completed an approved program, with a minimum of 24 hours in the foreign language, 12 at the advanced level. While this is the most common version of an approved program, many universities require more of their students than the minimum state requirements.

In order to teach foreign languages at the elementary level, one needs only an elementary teaching certificate, although the state strongly encourages that the elementary-certified teachers also have completed 18 hours in the foreign language.

Competency testing in Texas is part of a new ruling requiring entrance exams to teacher preparation institutions (the Pre-Professional Skills Test), competency assessment for certification (EXCET--Exam for the Certification of Educators in Texas), and inservice basic skills assessment of those teachers already having passed certification. The latter test, the Texas Examination of Current Administrators and Teachers (TECAT), was given in March, 1985 to all teachers and administrators who were at that time certified by the Texas Education Agency.

This was the only occasion when the TECAT was administered, and no future scheduling of the test is expected.

The new testing ruling states that after February 1, 1986, all persons applying for initial certification in Texas must pass proficiency tests in their fields of certification and endorsement as soon as tests approved by the state board of education become available. All candidates for initial certification must thus pass a professional development test at the appropriate level (elementary, secondary or all-level) and a content specialization test in each area for which certification is sought.

ACTFL has been working with the state of Texas since 1983 training a network of language educators to administer the Language Proficiency Interview.

With regard to bilingual education and ESL, Texas offers both endorsements and certification. One must have an elementary or secondary teaching certificate for both, as well as certification in another subject area for endorsement. Once in service, a teacher may go back to a university with an approved program and get an endorsement with 12 hours in ESL or bilingual education. The exit exam for bilingual education students presently being administered in Texas colleges and universities is in Spanish. Since May, 1986, all candidates for ESL or bilingual education certification must take either an elementary or secondary professional development test, as well as the specific ESL or bilingual education test. Candidates for endorsement in these areas will not only take the two tests mentioned above, but the elementary or secondary content tests as well.

Certification is also available through an approved school district's alternative certification program. Candidates must pass, by the end of the one-year internship, the content specialization test in each content area for which certification is sought.

Contact: Ms. Ines Garcia, Specialist
Second Languages
Division of Curriculum Development
Texas Education Agency
201 East 11th St.
Austin, TX 78701
(512)463-9556

UTAH

Utah operates according to the earned credit system of certification, specifying majors and minors, as well as composite majors as possible combinations for certification. What is called the "major" is roughly equivalent to certification in most states, while the "minor" is equivalent to endorsement elsewhere.

A composite major includes not fewer than 46 semester hours in two or more related subjects sanctioned by an approved certification program. A teaching major includes not fewer than 30 semester hours of credit derived from required and elective courses offered in a given subject or field. A teaching minor includes a minimum of 16 semester hours of credit.

Neither foreign languages, nor ESL nor bilingual education are acceptable as composite majors. Foreign languages and ESL are listed as acceptable majors and minors. Bilingual education qualifies as a teaching minor only.

Proficiency examinations are not required by the state, but the candidate must demonstrate proficiency in certain minimal, general teacher competencies to the training institution in order to be recommended by that institution for certification by the state board of education.

These procedures were effective in December, 1985.

Contacts: Dr. Eliot C. Howe, Specialist
Foreign Language Education
Division of Curriculum and Instruction
Utah State Office of Education
250 East Fifth South
Salt Lake City, UT 84111
(801)533-6040

Office of Certification
(801)533-5965

VERMONT

Vermont operates on the approved programs model of certification, with reciprocity for out-of-state approved programs and certification by transcript evaluation where competence in the field for which certification is sought has been obtained through other than completion of approved Vermont programs. Vermont's criteria for approved programs are competency-based.

To be valid, each Vermont teaching certificate must have one or more "endorsements" indicating competence in the areas in which the teacher will perform. An endorsement in foreign languages is free-standing, and thus amounts to certification as defined in this report. The bilingual-multicultural endorsement, on the other hand, is limited to holders of other subject area endorsements (with 18 additional hours or credit), and amounts to an endorsement as defined in this report. There are no certification regulations for teachers of ESL.

Vermont has no regulated procedures for testing proficiency of prospective teachers in their areas of specialization, or in the basic or professional skills. As noted above, the most recently adopted guidelines, effective September 1, 1982, stress proficiency in teaching skills rather than teacher proficiency.

Contact: Ms. Pat Pallas
Office of Certification
State Department of Education
Montpelier, VT 05446
(802)828-2445

VIRGINIA

Virginia uses the approved programs method of certification. Certification categories include foreign languages and ESL, but at present there is no certification for bilingual education. The state specifies both course content requirements as well as competencies for future teachers in its regulations.

Approved programs include 36 semester hours of a foreign language, with an added endorsement given for 24 semester hours of a language.

ESL approved programs must include at least nine semester hours in linguistics, distributed among general linguistics, English phonology, English morphology and syntax, and applied linguistics electives; 12 semester hours of a modern foreign language (unless the applicant is not a native speaker of English, when all 12 semester hours must be in English); and three semester hours of methods of teaching ESL.

Prospective Virginia teachers must take the National Teacher Examination for initial certification. Applicants for initial foreign language certification must also take one NTE specialty area exam. Beginning July 1, 1986, cut-off scores for the NTE were in effect. Previously, the NTE was a requirement, but applicants could not be denied certification for failing scores.

The state also certifies applicants who have mastered a foreign language through non-academic means. Competency requirements include a minimum designated score on the Test of English as a Foreign Language if English is not the applicant's native language and a score at or above the 25th percentile on each section of the MLA Proficiency Test for Teachers and Advanced Students.

Effective July 1, 1985, Virginia began a program of two years of inservice assessment of beginning teachers for certification called the Beginning Teacher Assistance Program, which uses a state-developed testing instrument.

Contacts: Mr. David E. Cox, Supervisor
Foreign Languages, ESL and
Bilingual Education
State Department of Education
PO Box 6-Q
Richmond, VA 23216-2060
(804)225-2055

Ms. Byrd Latham, Supervisor
State Department of Education
Teacher Certification
(804)225-2098

WASHINGTON

Washington offers certification in foreign languages, ESL and bilingual education on the approved programs system of certification.

Teacher education programs for certification of ESL and bilingual education teachers are competency-based in Washington. The competency lists used are those of Teachers of English to Speakers of Other Languages and the Washington Association for Bilingual Education. Current regulations have been in effect since 1983. Before certification in ESL or bilingual education is granted, the applicant must hold the Washington elementary or secondary teaching certificate.

Approved programs for certifying foreign language teachers are not competency-based. The state requires 25 quarter hours in the foreign language, in addition to general and professional knowledge requirements. Elementary or secondary certification is a prerequisite for foreign language certification.

Washington has instituted no testing requirements for initial certification as yet, but competency tests of various types are being discussed within the state board of education.

Contact: Mr. Keith D. Crosbie, Coordinator
Bilingual Education and Foreign Languages
Superintendent of Public Instruction
7510 Armstrong Street, S.W.
Tumwater, WA 98504
(206)753-2573
(206)753-6773 (Certification)

WEST VIRGINIA

West Virginia, using an approved programs procedure, offers certification for prospective foreign language teachers only. Each teacher training institution is responsible for developing a program which will prepare prospective teachers in certain minimal competencies outlined by the state on three levels: for teaching in grades 4-8, 7-9, and 7-12, and which require 18, 24, and 30 semester hours respectively of foreign language study for certification.

Lists of minimal competencies for prospective teachers of French and Spanish have recently undergone revision; those for prospective teachers of Russian and German are still in the process of being revised.

Competency testing became a component of teacher education programs in West Virginia as of the fall, 1985. An exit exam developed by West Virginia professionals in conjunction with NES assesses specialty area competence. Tests have been developed to date for French, Spanish, German and Latin, and were first administered in the fall, 1986. While there is a commitment to develop an oral language proficiency component for certification, no decisions have been made. In addition, West Virginia's "Master Plan for Public Education" calls for a Professional Performance Assessment of student teachers in field-based programs.

Contacts: Ms. Barbara Brazeau
Office of Teacher Certification
West Virginia Department of Education
Building 6
Charleston, WV 25305
(304)348-2703

Testing Division
Deborah Brown
Howard Kardatzke
(304)348-7805

WISCONSIN

Wisconsin's system of certification is based on the approved programs model. Certification is offered for completion of majors and minors (34 and 22 semester hours, respectively) in a number of possible specialties, among which are foreign languages, ESL and bilingual and bicultural education.

The standards for approved programs have recently undergone revision in Wisconsin. New standards include detailed lists of competencies which approved programs must develop in their students.

Provisions for competency testing of initial applicants were not included in recent revisions. However, a new standard has been passed that oral language proficiency should be assessed before granting certification or endorsements in language teacher areas. Provisions for implementation of this standard are under development.

Contact: Dr. Frank Grittner, Supervisor
Second Language Education
State Department of Public Instruction
125 South Webster St.
PO Box 7841
Madison, WI 53707
(608)266-3079

WYOMING

Wyoming's system of certification is the earned credit procedure. There is no certification for bilingual education or ESL. For "endorsement" in foreign languages (a certification, as defined in this study), an applicant must complete a minimum of 24 semester hours in the foreign language for which endorsement is sought. There is no proficiency testing for initial certification.

Contact: Dr. Paul O. Soumokil, Coordinator
Foreign Language/Bilingual Education
State Department of Education
State Office Building, West
Cheyenne, WY 82001
(307)777-6280

Part III: Certification Procedures by State

Summary Table

Key to the Abbreviations

ACTFL OLPI	American Council on the Teaching of Foreign Languages' Oral Language Proficiency Interview
AP	Approved Programs
ATPE	Arizona Teacher Proficiency Examination
CBEST	California Basic Educational Skills Test
EXCET	Examination for the Certification of Educators in Texas
LDS	Language Development Specialist
LPI	Language Proficiency Interview
MLA	Modern Language Association Proficiency Test
NES	National Evaluation Systems (A state abbreviation hyphenated with NES indicates a test developed by state practitioners in conjunction with NES)
NJLPI	New Jersey Language Proficiency Interview
NTE	National Teacher Examination
PPST	Pre-Professional Skills Test (ETS)
SCTAE	South Carolina Teaching Area Exam
TECAT	Texas Examination of Current Administrators and Teachers
TOEFL	Test of English as a Foreign Language
TPI	Teacher Preparation Institution

State or Territory	Certification or Endorsement (C) (E)			Model of Certification		Competency Assessment Certification		Emergency or Temporary Certification	Changes Under Development (UD)	Comments
	FL	ESL	BE	Approved Programs	Earned Credit	Written	Oral			
Alabama	E	—	—	X		AL-NES: Basic prof. studies	X by TPI		Revision of testing requirements is pending in Alabama courts	AL-NES: Basic professional studies exam; written exams in Spanish, French
Alaska	E	E	E	Certifies on basis of institutional recommendation only				X		
Arizona	C	E	E	X	(X) in special cases	X ATPE	X ESL/BE	X ESL/BE	ACTFL OLPI	AZ Classroom Spanish Exam req. of applicants not completing APs; ATPE: Basic & prof. skills
Arkansas	C	—	—	X		X NTE		X	All areas up for review; Alternate rt. for FL	Literacy test req.; NTE: Core battery and specialty area tests required
California	C	C	C	X		LDS CBEST (NTE)		X BE [waivers & emerg]	Alternate cert. for ESL/BE	LDS—Language Development Spec—is CA ESL certification; CBEST: Basic skills
Colorado	E	E	E	X		X CA Achievement Test			State requirement for oral & written lang. proficiency test pending	CA Achievement Test: Basic skills

FL = Foreign Language ESL = English as a Second Language BE = Bilingual Education ( ) = Optional or in some cases only

State or Territory	Certification or Endorsement (C) (E)			Model of Certification		Competency Assessment Certification		Emergency or Temporary Certification	Changes Under Development (UD)	Comments
	FL	ESL	BE	Approved Programs	Earned Credit	Written	Oral			
Connecticut	C	—	C	X	(X) in special cases			X	Exit exam from TPI	
Delaware	C	C	C	X		X PPST		X ESL		
District of Columbia	C	C	C		X	X	X LPI	X ESL/BE	"Mentorship" pilot program, in which all testing is in first year in-service experience, for standard certification	
Florida	C	E	E	X		FL-NES TOEFL (ESL/BE)	X LPI FL/BE	X	Abolition of E for BE; Change ESL to full C; Testing in specialty area	Alternate route FL; In-service assessmt.; FL-NES: Basic and professional skills
Georgia	C	E	—	X		X GA-NES				GA-NES: Written lang. exam (local req. for ESL/BE); In-service assessment of professional skills
Hawaii	C	C	—	X		X NTE	X (ESL) by TPI	X	Oral prof. test for FL under cons.	NTE: Core battery & spec. area exams; Oral testing of Eng. & native lang. for ESL cert.
Idaho	E	E	E	X	X			X	NTE: Core battery effective Sept 1988	

FL = Foreign Language ESL = English as a Second Language BE = Bilingual Education ( ) = Optional or in some cases only

State or Territory	Certification or Endorsement (C) (E)			Model of Certification		Competency Assessment Certification		Emergency or Temporary Certification	Changes Under Development (UD)	Comments
	FL	ESL	BE	Approved Programs	Earned Credit	Written	Oral			
Illinois	C	C	C	X		X by TPI	X LPI (for BE)	X ESL/BE	An IL-NES-dev. test of basic skills & subject area specialty will be required as of July 1988	
Indiana	C	E	E		X	X NTE	X by TPI			NTE: Core battery & spec. area exams required
Iowa	E	—	—	X	(X)				Endorsement for ESL effective Oct 1988	
Kansas	C	C	E	X		X PPST NTE				NTE: Prof. knowledge component of the core battery only required
Kentucky	C	E	—	X		X NTE			Endorsement for BE in grades 5-12 under cons.	NTE: Core battery & spec. area exams
Louisiana	C	E	E	X		X PPST NTE	X ACTFL OLPI	X		NTE: Core battery & specialty area tests required
Maine	C	—	—	X	(X)			X	As of July, 1988 endorsement in all subject matter areas; NTE: Core battery	

FL = Foreign Language ESL = English as a Second Language BE = Bilingual Education ( ) = Optional or in some cases only

State or Territory	Certification or Endorsement (C) or (E)			Model of Certification		Competency Assessment Certification		Emergency or Temporary Certification	Changes Under Development (UD)	Comments
	FL	ESL	BE	Approved Programs	Earned Credit	Written	Oral			
Maryland	C	—	—	X		X NTE		X	C or E for ESL	NTE: Core battery and specialty area tests required
Massachusetts	C	C	E	X		X	X			Lang. speaking, comprehension, writing tests state-developed
Michigan	C	—	C	X		X by TPI	X by TPI		State is rethinking whole system of testing. Whatever decisions are made, teachers already holding certification won't be affected.	
Minnesota	C	C	E	X	X			X	PPST to be administered beginning in April 1988	
Mississippi	C	—	—	X		X NTE	X by TPI		Change to approved programs effective January 1988	NTE: Core battery & specialty area tests required
Missouri	C	—	—	X		X by TPI	X by TPI	X		
Montana	E	—	—	X						
Nebraska	E	E	E	X		X PPST			Plans for exit exam in content areas to be in place by 1989	

FL = Foreign Language ESL = English as a Second Language BE = Bilingual Education ( ) = Optional or in some cases only

State or Territory	Certification or Endorsement (C) (E)			Model of Certification		Competency Assessment Certification		Emergency or Temporary Certification	Changes Under Development (UD)	Comments
	FL	ESL	BE	Approved Programs	Earned Credit	Written	Oral			
Nevada	C	C	—	X	X	X PPST by TPI			Entrance exam requirements for certification	Sept. 1988: BE endorsement will be required to teach in bilingual classroom
New Hampshire	C	C	E	X		X PPST by TPI		X		
New Jersey	C	C	E	X FL	X ESL/BE	X NTE for FL	X NJLPI for ESL/BE	X ESL/BE	Biling/bicult ed. cert. under review: (1) Alternate rt. for biling/bicult ed. (2) Change in NJLPI scores	NTE: Core & specialty; Alternate rt. for FL cert. available
New Mexico	C	C	C	X	X	X NTE		X		NTE: Core battery & Spanish specialty area test required
New York	C	C	E	X		X NTE	X			NTE: Core battery only is required
North Carolina	C	E	—	X		X NTE			FL certification to K-12 authorization	NTE: Prof. knowledge component of core & spec. area tests; In-service assessment
North Dakota	C	C	—	X		X by TPI	X by TPI	X		

FL = Foreign Language ESL = English as a Second Language BE = Bilingual Education ( ) = Optional or in some cases only

State or Territory	Certification or Endorsement (C) (E)			Model of Certification		Competency Assessment Certification		Emergency or Temporary Certification	Changes Under Development (UD)	Comments
	FL	ESL	BE	Approved Programs	Earned Credit	Written	Oral			
Ohio	C	E	E	X		X by TPI	X by TPI		Effective July 1, 1987: (1) FL cert. K-12 (2) Proficiency testing oral & written for certification (in place by 1990) (3) Entrance exam to TPI (PPST or other) (4) Exit exam to be required (by 1990)	
Oklahoma	C	E	E	X		X OK-NES		X FL		OK-NES: Language exam, available for French, Spanish, German & Latin
Oregon	E	—	—	X		X CBEST		X		CBEST: Basic skills only assessed; Alternate rt. FL
Pennsylvania	C	—	—	X	X	X by TPI	X by TPI			
Rhode Island	C	E	E	X	(X)	X NTE	X LPI by TPI (BE)			NTE: Core battery only
South Carolina	C	—	—	X	X	X NTE and SCTAE		X	Elimination of earned credit cert. in spring 1988	NTE: Core & specialty (French, Spanish); SCTAE: Teaching area exam, German, Latin; In-service assessment

FL = Foreign Language ESL = English as a Second Language BE = Bilingual Education ( ) = Optional or in some cases only

State or Territory	Certification or Endorsement (C) (E) FL	ESL	BE	Model of Certification: Approved Programs	Earned Credit	Competency Assessment Certification: Written	Oral	Emergency or Temporary Certification	Changes Under Development (UD)	Comments
South Dakota	C	—	—	X		X NTE				NTE: Prof. knowledge & comm. skills part of core; Spec. area; Alt. rt. for FL cert. available
Tennessee	C	E	—	X		X PPST NTE		X FL		NTE: Core battery and specialty area
Texas	C	C/E	C/E	X		X PPST EXCET			Oral language proficiency testing for FL	EXCET: Exit competency assessment
Utah	C/E	C/E	E		X					
Vermont	C	—	E	X	X					
Virginia	C	C	—	X		X NTE MLA for FL				MLA: When FL expertise is non-academic; In-service assessment; NTE: Core & spec. area
Washington	C	C	C	X					Testing requirements being discussed	

FL = Foreign Language ESL = English as a Second Language BE = Bilingual Education ( ) = Optional or in some cases only

State or Territory	Certification or Endorsement (C) (E)			Model of Certification		Competency Assessment Certification		Emergency or Temporary Certification	Changes Under Development (UD)	Comments
	FL	ESL	BE	Approved Programs	Earned Credit	Written	Oral			
West Virginia	C	—	—	X		X WV-NES				WV-NES: Content spec. tests in FL, dev. for French, Spanish, Latin, German
Wisconsin	C	C	C	X					Oral lang. proficiency requirement	
Wyoming	C	—	—		X					

FL = Foreign Language ESL = English as a Second Language BE = Bilingual Education ( ) = Optional or in some cases only

Bibliography of Publications on Certification
and Teacher Education in the United States

Andrews, M. D. (1981). Statewide inservice without colleges and universities: New Hampshire's quiet move toward teachers' control. Journal of Teacher Education, 32(1), 24-28.

Ashburn, E. A. (1984). Emergency teacher certification (ERIC Digest). Washington, DC: ERIC Clearinghouse on Teacher Education.

Behling, H. E., Jr. (1984). Quality control of teacher preparation programs through the program approval process. Washington, DC: National Commission on Excellence in Teacher Education.

Benderson, A. (Ed.). (1982). Teacher competence. Focus 10. Princeton, NJ: Educational Testing Service.

Benz, C. R. (1984, April). The practical value of what first-year teachers have been taught in college: Implications for teacher competency exams. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Bilingualism: Two languages are worth two men. (1974, September). Linguistic Reporter, pp. 8-9.

Burks, M. P. (1984). Requirements for certification for elementary schools, secondary schools, and junior colleges. Chicago, IL: The University of Chicago Press.

Cameron, D. (1985). The NEA position on testing in-service teachers. Educational Measurement: Issues and Practice, 4(3), 26-27.

Carlson, K. (Comp.). (1984). Teacher certification struggle in New Jersey. Washington, DC: National Commission on Excellence in Teacher Education.

Christiansen, M. A. (1984, May). What is a Master Teacher (Career Ladder) Plan? Paper presented at the Annual Meeting of the International Reading Association, Atlanta, GA.

Coker, H. (1978). An effectiveness-directed approach to teacher evaluation and certification. Journal of Classroom Interaction, 13(2), 27-31.

Cooperman, S., & Klagholz, L. (1985). New Jersey's alternate route to certification. Phi Delta Kappan, 66(10), 691-695.

deHart, F., & Connelly, R. J. H. (1985). Competency testing of teachers: An attitude survey of prospective teachers in private and public universities. Action in Teacher Education, 7(1-2), 89-103.

Dumas, W., & Weible, T. (1985). Standards for elementary teacher certification: A fifty-state study. Elementary School Journal, 85(2), 177-183.

Eicher, B. K., & Sack, A. L. (1984). Teacher certification standards: The Virginia answer. Action in Teacher Education, 6(4), 29-33.

Emergency teacher certification: Summary and recommendations. (1984). Journal of Teacher Education, 35(2), 21-25.

Encinas, M. (1978). A beginning in multicultural education. La Confluencia, 2(1), 33-35.

An examination of professional certification. (1985). Lifelong Learning, 9(2), 12-15.

Fanselow, J., & Light, R. (1977). Bilingual, ESOL and foreign language teacher preparation: Models, practices, issues. Washington, DC: Teachers of English to Speakers of Other Languages.

Flippo, R. F. (1985, March-April). Teacher certification testing across the United States and a consideration of some of the issues. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Flippo, R. F., & Foster, C. R. (1984). Teacher competency testing and its impact on educators. Journal of Teacher Education, 35(2), 10-13.

Frazier, C. M. (1983). Why Colorado is testing teachers. Educational Leadership, 41(2), 73.

Fryer, T. B., & Michel, J. (1970). FLES certification: A lack of progress report. Hispania, 53(3), 460-464.

Galambos, E. C. (1984). Testing teachers for certification and recertification. Washington, DC: National Commission on Excellence in Teacher Education.

Galbraith, M. W., & Gilley, J. W. (1985). An examination of professional certification. Lifelong Learning, 9(2), 12-15.

Gallegos, A. M. (1984). The negative consequences of teacher competency testing. Phi Delta Kappan, 65(9), 631.

Galloway, V. (1982, March). Foreign language teacher certification: State of the art. ERIC/CLL News Bulletin, pp. 1, 6-7.

Goertz, M. E., & Pitcher, B. (1985). The impact of NTE use by states on teacher selection. Princeton, NJ: Educational Testing Service.

Goodison, M. (1985, March-April). Testing the basic competencies of teacher education candidates with the Pre-Professional Skills Tests (PPST). Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Griffith, F. (1983). Teachers are part of the problem. American Education, 19(8), 2-4.

Gupton, S. L., et al. (1983). A comprehensive plan for staff development, inservice education and certificate renewal (Occasional Paper No. 6). Oxford, OH: National Staff Development Council.

Guthrie, J. W. (1983). A new state model of teacher education (California). Teacher Education Quarterly, 10(4), 1-7.

Hall, C. L. (1984, April). Validating the NTE for the initial certification of teachers and administrators in New Mexico...and beyond. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Hall, G. E., & Houston, R. W. (1981). Competency-based teacher education: Where is it now? New York University Education Quarterly, 12(4), 20-27.

Hancock, C. R., et al. (1978, March). Minimal list of competencies for foreign language teachers. Suggested guidelines for foreign language teacher preparation programs. Language Association Bulletin (New York State Association of Foreign Language Teachers), 29(4), pp. 9-16.

Hanes, M. L., & Rowls, M. D. (1984). Teacher recertification: A survey of the states. Phi Delta Kappan, 66(2), 123-136.

Hankins, B., & Hancock, J. (1984, April). Validation study of the NTE for certification of entry-level teachers in the state of Mississippi. Paper presented at the Joint Annual Meeting of the American Educational Research Association and the National Council on Measurement in Education, New Orleans, LA.

Hawk, P. P., et al. (1985). Certification: It does matter. Journal of Teacher Education, 36(3), 13-15.

Hazlett, J. S. (1984). Alternative certification. Contemporary Education, 56(1), 46-48.

Heesen, P. T. (1977, Spring). Inventory of specialized competencies for the training of teachers of foreign languages. Bulletin of the Pennsylvania State Modern Language Association, pp. 3-5.

Hodgins, R., & McKenna, B. (1982). Testing and teacher certification: An explosive combination. Educational Measurement: Issues and Practice, 1(2), 10-12, 26.

Hoelzel, A. (1971). On the exercise of professional birth control: Training undergraduates for foreign language teaching. American Foreign Language Educator, 1(4), 15-21, 43.

Hoover, M. E. R. (1984). Teacher competency tests and educational genocide for blacks: The Florida teacher certification examination. Negro Educational Review, 35(2), 70-77.

Hunter, J. K., & Haines, M. F. (1985, March-April). Beginning teacher program: A study of field-based teacher certification. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Hyman, R. T. (1984). Testing for teacher competence: The logic, the law and the implications. Journal of Teacher Education, 35(2), 14-18.

Ishler, R. E. (1985). Teacher competency testing Texas style. Action in Teacher Education, 7(1-2), 27-30.

Johnson, C. H., & LaBouve, B. W. (1984). A status report on the testing of prospective language teachers for initial state certification. Foreign Language Annals, 17(5), 461-472.

Joyaux, G. J. (1975). Forming future teachers of French. Modern Language Journal, 59(3), 83-89.

Kaushak, D. (1984). Testing teachers in Louisiana: A closer look. Phi Delta Kappan, 65(9), 626-628.

Kearns, J. M. (1984). State competency testing for teacher certification. Journal of Teacher Education, 35(2), 55-57.

Kelley, M. F. (1985, March-April). The Arizona performance-based teacher certification program. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Lamme, L. L., et al. (1983). Early childhood teacher certification: A national survey. Journal of Teacher Education, 34(2), 44-47.

Lange, D. L. (1983). Teacher development and certification in foreign languages: Where is the future? Modern Language Journal, 67(4), 374-381.

Leach, J. W., & Solomon, L. (1984). Performance-based certification in Georgia: Present and future. Washington, DC: National Commission on Excellence in Teacher Education.

Leonard, L. D. (1984). Teacher certification: The problem of the Pacific Northwest. Action in Teacher Education, 6(4), 23-27.

Lohnes, W. F. W. (1969). The training of German teachers in the United States. Die Unterrichtspraxis, 2(2), 69-76.

Mager, R. F., & Cram, D. D. (1985). The regulators are coming! Training, 22(9), 40-45.

McCarthy, M. M. (1985). Competency tests in public employment: A legal view. Journal of Educational Equity and Leadership, 5(3), 250-262.

McDaniel, T. R. (1982). Do you have questions about minimum competencies for teachers? South Carolina has some answers. Teacher Educator, 18(2), 5-9.

McEwin, C. K. (1983). Middle level teacher education and certification. NASSP Bulletin, 67(463), 78-82.

Mercer, W. (1983). The gathering storm: Teacher testing and black teachers. Educational Leadership, 41(2), 70-71.

Mickler, M. L. (1985). Viewing accountability from the top. Educational Horizons, 63(2), 72-75.

Miller, P. J., & Taylor, G. D. (1984). The theory-practice relationship in teacher education: Need there be any? Alberta Journal of Educational Research, 30(4), 332-339.

Missouri revamps the way it certifies teachers. (1985, December 4). Chronicle of Higher Education, pp. 17, 20.

Nelson, S. (Ed.). (1987, September). Testing to improve the quality of our teachers [Theme issue]. Capital Ideas.

North Carolina initial certification program. (1985). Raleigh, NC: North Carolina State Department of Public Instruction.

Oliver, B., & McKibbin, M. (1985). Teacher trainees: Alternative credentialing in California. Journal of Teacher Education, 36(3)20-23.

Oklahoma State Department of Education. (1984). Accreditation standards for approved teacher education programs. Oklahoma City, OK: Author.

Olsen, H. C. (1984). Selected annotated bibliography. Action in Teacher Education, 6(4), 69-77.

Olson, P. A. (1979). Defining competence in teacher licensing usage. New Directions for Experiential Learning, (3), 1-11.

Ornstein, A. (1981). Improving the quality of teachers. Educational Horizons, 59(4), 168-172.

Otto, F. (1969). A survey of FLES teacher certification requirements. Modern Language Journal, 53(2), 93-94.

Parish, J. (1983). Excellence in education: Tennessee's "master" plan. Phi Delta Kappan, 64(10), 722-724.

Phinney, E. (1981). The critical shortage of qualified Latin teachers. ADFL Bulletin, 13(1), 31-32.

Podemsky, R. S., & Lohr, C. K. (1985). Why we are testing teachers: Some policy issues. Educational Measurement: Issues and Practice, 4(3), 20-23.

Popham, J. W. (1985). Recertification tests for teachers. Educational Measurement: Issues and Practice, 4(3), 23-25.

Reilly, D., & Haworth, S. (1983). Improving teacher education: The need for coordination. Education, 103(4), 326-332.

Report of the State Commission on Alternative Teacher Certification. (1984). Trenton, NJ: New Jersey State Department of Education.

Reschke, C. (1983, December). Proficiency-based foreign language teacher certification: The Texas Project. Paper presented at the Annual Meeting of the Modern Language Association, New York, NY.

Rorro, C. M. (1981). Oral language proficiency assessment for bilingual and English as a second language certification in New Jersey. Trenton, NJ: New Jersey State Department of Education, Bureau of Teacher Certification and Academic Credentials.

Roth, R. A. (1985). Teacher competency testing: Implications for certification, program approval and the teacher education curriculum. Action in Teacher Education, 7(1-2), 7-12.

Rowls, M. D., & Hanes, M.L. (1982). Teacher recertification: The shift toward local control and governance. Journal of Teacher Education, 33(4), 24-55, 27-88.

Rowls, M. D., & Hanes, M. L. (1985). Standards for professional renewal: Beyond accreditation and certification. Action in Teacher Education, 7(1-2), 21-25.

Sandefur, J. T. (1985). Competency assessment of teachers. Action in Teacher Education, 7(1-2), 1-6.

Scherer, M. (1983). Who's afraid of teacher competency tests? Instructor, 92(6), 48-50.

Schwanke, D. (1982). Who controls teacher education? Journal of Teacher Education, 33(4), 62-64.

Shanker, A. (1985). A.F.T.'s bold initiative: Create a teacher test equivalent to the bar exam. American School Board Journal, 172(6), 31-32, 41.

Shanker, A., & Ward, J. G. (1982). Teacher competency and testing: A natural affinity. Education Measurement: Issues and Practice, 1(2), 6-9, 26.

Shepherd, G. D., & Gallaher, T. H. (1985). An investigation of the content topics and process methods communicating the professional expectations of an induction year certification program. Action in Teacher Education, 7(1-2), 75-81.

Sikula, J. P. (1984). Concern about teacher competency testing in Indiana. Teacher Educator, 20(1), 14-19.

Simms, R. L. (1983). Attitudes of Oklahoma teachers toward House Bill 1706. Journal of Teacher Education, 34(2), 26-28.

Solomon, L. (1979). Georgia measures teacher performance. Compact, 12(4), 18-19.

Spodek, B., et al. (1983). Early childhood teacher education and certification. Journal of Teacher Education, 34(5), 50-52.

Stanard, M. (1985). West Virginia's professional education performance assessments: Quilt or patches? Action in Teacher Education, 7(1-2), 31-40.

Standards and procedures for approval of teacher preparation programs. (1984). Hartford, CT: Connecticut State Department of Education.

State board of education rules for teacher education--1984 standards. (1984). Austin, TX: Texas State Board of Education.

Stedman, C. H. (1983). Tennessee's master plans for teachers, supervisors, and principals. Journal of Teacher Education, 34(2), 55-58.

Stewart, D. H. (1983). Teacher certification standards in Texas. ADE Bulletin, (75), 22-25.

Tanner, C. K., & Ebers, S. M. (1985). Factors related to the beginning teacher's successful completion of a competency evaluation. Journal of Teacher Education, 36(3), 41-44.

Testing for teacher certification: State-level examples. (1982). Educational Measurement: Issues and Practice, 1(2), 21-25.

Vasquez, J. A. (1976). Competency-based teacher education and the bilingual teacher: New York State. Journal of the National Association for Bilingual Education, 1(2), 79-81.

Vieira, N. (1975). Training teachers for bilingual/bicultural education. Inequality in Education, 19, 43-46.

Villeme, M. G. (1982). Competency-based teacher certification: Is it really happening? Teacher Educator, 18(2), 2-4.

Vlaanderen, R. B. (1982). Teacher competency testing: Status report. Educational Measurement: Issues and Practice, 1(2), 17-20, 27.

Vold, D. J. (1985). The roots of teacher testing in America. Educational Measurement: Issues and Practice, 4(3), 5-7.

Waggoner, D. State certification requirements for teachers for bilingual education programs, June 1976. (1977). Washington, DC: National Center for Education Statistics.

Waggoner, D. (1978). Non-English language background persons: Three U.S. surveys. TESOL Quarterly, 12(3), 247-262.

Watkins, R. W. Testing teacher applicants with the California Basic Educational Skills Test. (1985, March-April). Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Watts, D. (1982). Can campus-based preservice teacher education survive? Part IV: Accreditation and certification. Journal of Teacher Education, 33(4), 35-39.

Watts, D. (1984). Teacher educators should be certified. Journal of Teacher Education, 35(1), 30-33.

Weible, T., Dumas, W. (1982). Secondary teacher certification standards in fifty states. Journal of Teacher Education, 33(4), 22-23.

Wilson, G. W. (1985, March-April). The Florida Master Teacher Program. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Wilson, G. W., & Smith, D. C. (1984). The Florida Beginning Teacher Program. Washington, DC: National Commission on Excellence in Teacher Education.

Wyoming State Department of Education. (1983). Rules and regulations governing teacher certification in the Wyoming Public Schools, 1983. Cheyenne, WY: Author.

ABOUT THE AUTHORS

Margaret McFerren, currently at the American University, conducted this study while a researcher at the Center for Applied Linguistics. At CAL, she was involved in the development of criteria for the evaluation of foreign language teaching materials in the commonly and less commonly taught languages, the study of certification procedures, and the preparation of sociolinguistic studies of over 30 multilingual countries.

Concepción M. Valadez (Ph.D. in Education, Stanford University, 1976) is Associate Professor of Education at the University of California, Los Angeles and Research Associate at the Center for Language Education and Research, UCLA. She and JoAnn Crandall, a professional staff member at the Center for Applied Linguistics, directed this study as part of the Professional Development activities of CLEAR. Concepción Valadez's research interests include curricular issues in bilingual education, teacher education, second language acquisition, and testing and measurement.

Rosa Salas Palomo (M.A. University of Guam) is Director of the Department of Education of Guam and doctoral candidate in Applied Linguistics, University of California, Los Angeles. She assisted with this research while she was undertaking course work at UCLA.

Clementina Patiño-Gregoire (Ed.D. University of California, Los Angeles, 1985) is a Mentor Teacher for the Los Angeles Unified School District and a Research Associate for the Center for Language Education and Research at UCLA. Her research interests include teacher development, bilingualism and foreign language education.